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INTERPRETING THE PUBLIC SCHOOLS

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INTERPRETING THE PUBLIC SCHOOLS

A Manual of Principles and Practices of Public School Interpretation with Special Emphasis on Published Materials

BY

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FIRST EDITION

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PREFACE

Out of the recent troubled years of tax reduction and budget slashing has come a new consciousness of this principle: *If our communities are to support a forward-looking program of free public education, they must be told what the schools are doing for the children.* They must be told, not once a year in a formal report, but day after day, week after week, from September to June, and in vacation time. They must be told through every voice the school can command. They must see as well as hear. They must feel pride in the achievements of the schools. They must hold their schools not as less than their prisons and fire departments and sewage-disposal plants, but as the very life of the community and its only real chance for future prosperity and distinction.

The dereliction of educational leadership in this all-important duty of keeping the public informed has been frequently noted. It is pleasant, therefore, to remark the vigor with which leaders are now throwing themselves into the full and fascinating discharge of that duty. Experiment in interpretation follows experiment. Newspapers, magazines, bulletins, exhibits, demonstrations—scores of ways have been found to carry the story of the schools to the homes. Progressive school officers are convinced that the community hereafter must be taken along with the schools, that it can no longer be left behind with concepts of "no lickin', no larnin'," and the ancient trinity of "readin', 'ritin', and 'rithmetic." They are urging the school heads of America to learn as quickly and completely as possible the best ways of showing and telling their communities all that the schools are doing. To the speedier accomplishment of that aim, I offer this book.

That it might be useful as well as philosophical I have attempted to be concrete. I have recognized that generalities are not enough, that readers want to know specifically what has been done and what can be done. In so far as possible, therefore, I have included pictures, reproductions of bulletins, pages, and cards. I have told of what I have seen and of what others have seen and done. I have not, however, allowed myself to believe that all the best theory and the best practice I could bring together in this book would be much more than a challenge and a beginning for the able school executive. But I have indulged the hope that educational philosophers might find something in it of truth and that teachers everywhere might be prompted by it to enlarge their service to the school and to the community.

Such a work as this involves indebtedness too extensive to be more than suggested. For the gracious assistance given me by leaders of school interpretation in all parts of the country, I am deeply grateful. Without their generous response I should have been seriously handicapped. My gratitude extends to the superintendents and teachers whose experience I have cited and whom I have quoted. I acknowledge indebtedness, also, to the men whose writings on school interpretation I have found most valuable. To President Fred Engelhardt of the University of New Hampshire, to Dr. J. G. Umstattd of Wayne University, and to Mr. I. O. Friswold of the Minnesota State Department of Education I am especially grateful for encouragement and advice. Sincerely appreciated, also, is the kindness of Mr. Bruce Antrim of the Stout Institute, who read the greater part of the manuscript and who helped in the gathering of materials. Finally, I express thankfulness for the many ungrudging services of my best critic and guide, Swanhild Grinnell.

J. ERLE GRINNELL.

MENOMONIE, WIS.,
May, 1937.

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EDITOR'S INTRODUCTION

Democracy, as a system whereby the masses of men order their own ways for their own benefit, demands that its institutions shall be firmly based upon popular appreciation and understanding. Of all democratic institutions, the public school is most in need of this support. It is the instrument whereby the members of a democratic system change their ways to meet the ideals of that system. To inspire and inform the supporting public concerning the goals and practices of modern education is therefore a chief function of the school. The democratic school system whose procedures and goals are kept hidden from the public in some pedagogical corner is a contradiction in terms. A proper education for all the children of all the people must be comprehended by all the people of all the children.

In a less complex age, this popular understanding of the school was relatively easier to secure than at present. There were two chief reasons for this condition. First, school procedures changed so slowly that a citizen's memories of his own school days gave fairly accurate representations of current educational practice. Second, schools were smaller than they are now, and they were centers of smaller communities. They bulked larger in the lives of their communities and were therefore easier to see and understand.

With marked changes in school organization and practice and with a growth in size of schools and of the communities which they serve, it has become increasingly important for those charged with the administration of schools to supplement in systematic fashion the public relations work which in simpler times was carried on incidentally.

Alert and enterprising school administrators have recognized this need and have taken steps to meet it. They have developed a body of principles and a pattern of practices in this field.

The present book describes these principles and practices in a clear-cut and engaging fashion. To a thorough study of current procedures in educational public relations, the author brings a critical skill and insight acquired in his rich experience as journalist, teacher, and school administrator. With simple, lucid exposition and a wealth of illustrative material, he sets forth the aims and the ways of educating a democratic public to the needs and the programs of a democratic school system.

The author of this work is to be congratulated upon making a marked contribution to the literature of modern school administration in a democracy.

HAROLD BENJAMIN.

INTERPRETING THE PUBLIC SCHOOLS

CHAPTER I

THE PUBLIC AND ITS SCHOOLS

A Universal Interest.

No matter where he lives, whether in Elk Mound, Wis. or in Yonkers, N. Y., the average man is interested in the public schools and has ideas concerning them. Whether he is a surgeon in Birmingham or a hired man on a farm in western Missouri he is aware of the flow of school life about him. No day passes when he is not consciously involved in a part of the great public-school web. It may be that the hired man is hauling grain past the fair grounds when the home high-school team is scoring a touchdown on the Tompkins eleven from down the river. He feels a responsive thrill that sets him to wishing that he had not dropped out in his freshman year and to wondering what they do nowadays in the big brick high-school building. Or it may be that between entrée and dessert at dinner the surgeon in Birmingham examines his third-grade son's report card and with a glow of pride reminds his young wife that Tommy has sixteen cents coming for raising his grades that many points during the last period. Whereupon he drifts into discussion of the subjects listed on the report card—so many more than when he was in Tommy's grade. Or were there? He can't exactly remember.

Plunge as one will into the intricate current of modern society, one will find echoes and shadows of the public

school. In the heart of the greatest metropolis or in the lonesome stretches of the great plains the school days of the year spread their influences into every corner. And why should they not when one person in four throughout the country is either going to public school or teaching those who go? It is not conceivable that so vast an enterprise could exist without being constantly in the attention of the other three-fourths of the population. And when one considers that most of the other three-fourths are parents, or sisters, or brothers, or children of the public-school one-fourth, one realizes the universality of the public school's bond.

Truly no institution, public or private, reaches into the consciousness of a whole nation as does the public school. And perhaps no institution is entrenched more firmly in public faith. The best building in countless villages scattered from Washington to Florida houses the high school. The center of community life in thousands of country towns is the public-school building. Individuals and civic clubs brag to visitors about the new junior-high-school building (bigger and better than the one in New Hosford, fifteen miles away), the new athletic field, the high-school band that went to the national contest in Illinois, or the basketball team that hasn't been whipped in two years.

Men and women who haven't been inside a public school in thirty-five years, whose own children have long been out of school, will still stand firmly for talent and buildings worthy of the ideals for which the school stands. Perhaps they will have little accurate information about the schools. They may not know definitely of any important reform or innovation in curriculum, in instruction, in care of health, or in administration. They may oppose bitterly some important change, some valuable addition to the curriculum, because they have not understood it, because they have had only misinformation in the matter. They may, therefore, appear to school officials as perverse, small-

minded obstructionists, but they profoundly believe themselves to be and they *are* friends of the school. To call them less would be to insult them.

If viewed as a business venture the public school is tremendous. And it is a business venture. From a one-room rural school to a city system involving the annual expenditure of millions of dollars the public school is a cooperative business enterprise requiring successful business management on the part of school officials and the provision of adequate funds by the community. Because it is a cooperative enterprise, because, unlike business in general, the money is not spent by those who raise it, there must be a closely knit understanding between school officers and community. The public owns the enterprise and wants it to be conducted with economy and distinction.

Aloofness on the part of school officials, or indifference to the right of the public to complete information, must inevitably result in loss of public enthusiasm. It is really astonishing how year after year the people of most communities continue to remain loyal to their schools in the face of an almost complete lack of systematic information about those schools. The same people would insist on a stricter accountancy in their church; they challenge every other public institution or utility to prove its right to their support. Truly they believe in public education as have no other people in the history of the world.

What better evidence of popular faith in the public schools could be vouchsafed than the mushroom growth of the high school during the lifetime of the average parent of today? Ten children go to high school today for one who went in 1890. Every decade saw the number doubled. Year after year rapidly increasing numbers of parents took their children from work in home and shop and on the farm and sent them with the others "to get an education." At the beginning of the period a boy with a high-school education in some of the agricultural states of the West was a village or even a county curiosity. The chances are

that he had to be sent as a boarder to the county seat to get his high-school diploma. In the cities highly selected groups with their eyes set on college entered the high schools. In general only the higher economic levels were represented. Now all levels crowd the classrooms, many of them with no hope of going beyond the high school, but all of them assured of a much wider choice of studies than was given the boy and girl of a generation ago.

Though the people approve wholeheartedly of the public-school system, they cannot administer it. Nor, as Engelhardt points out, can it thrive when operated solely by a professionally selected and trained personnel.[1] In short, it must be cooperative.

Any enterprise so important to the progress of society can flourish only through the understanding and active support of the patrons. This in turn can come about only when school administrators week after week, month after month, and year after year work through every available device to make clear to every citizen the character and service of the public schools.

There is no evading this issue. Complete and continuous interpretation must come. Lack of it is the crying deficiency in public-school administration of today. Lack of it is the factor most responsible for the inadequate support that has crippled so many schools during the last few years. It is the weak spot in the armor of most school officers.

Interpretation Is Old.

Yet no service of the public schools is older or more natural than interpretation. It has always existed. It will always exist. Call it public relations or by the commercially popular term, publicity, it is still informing the public of what takes place in the schools and it is older than schools themselves. Mankind has always been quick to spread tales of its exploits. If a cave man could teach his

[1] FRED ENGELHARDT, *Public School Organization and Administration*, p. 528, Ginn and Company, 1931.

children more than others could about hunting or fishing or finding roots and herbs, other cave men and cave children undoubtedly heard of his wisdom and came to sit at his feet.

Why did Alexandria flourish for many generations and attract scholars from the whole civilized world? Why did parents send their boys to learn from Jean Colet? Why did scholars follow Erasmus? Why did young men gather around Socrates on the street corners of Athens? He did not placard the Athenian world; he did not hire cryers to shout his wares in the public square. He was wise and good and his young men knew it and told other young men, who came and in turn told other young men. //

So the public-school system of America grew almost in spite of itself. It was something people of America found to their liking and the word spread from seaboard city to village, from village to backwoods, and with pioneers westward over the Appalachians wherever a few families gathered, and on across the plains. Free elementary education for every child. That was good. That was American.

Then the free high school evolved. It, too, fitted in with the ideals of democracy and opportunity that were the strength of the growing republic. Every child was an interpreter, and every parent. Few school executives thought of programs of interpretations; few, indeed, did anything deliberately to interpret the schools. Yet the fervor for schools grew and the schools multiplied. Their programs were simple. Parents thought they understood what was being done, and they endorsed it.

One by one new subjects crept into the curriculum, and new services developed. Laboratories appeared, health was frequently mentioned, and music and art were talked of at home. Some parents were pleased; others wondered what was happening. Daughters began to talk about custards they had made at school and of dresses, and sons gave as excuses for coming home late that they were looking for butterflies for school work or helping to dig a high-jump

pit at the athletic field. The need for systematic, thoughtful interpretation was appearing. Innovations came without adequate explanation to teachers, children, or parents. Visionary educators were conceiving a complete education; and, on the crest of a still mounting popular approval, were pushing back the horizons of teachers, building school palaces, and rushing enthusiastically, if not always advisedly, toward new methods, new doctrines, new studies.

Bewilderment grew and with it an undercurrent of caution on the part of taxpayers. School costs mounted rapidly and school interpretation through its usual channels of pupils and school programs and gossip grew more incoherent. It was like the blind men trying to identify the elephant by feeling of the trunk, or tail, or a leg. Still educators drove toward enlargement—without taking the public along. And still, for the most part, the public dug deep for increased funds, and took pride in what they could see and understand—the new building, the band uniforms, the health service for the children. But when the lean years came in the early 1930's the tide turned. Everywhere caution replaced enthusiasm. Challenge was in the air. The schools must justify their costs. In many quarters the very existence of the free high school was challenged.

Here and there a superintendent of schools set to work to explain his intricate school system to his community. He was pleased with his results and wrote about his experiment in educational journals. Others tried it, some inexpertly, some too cautiously. Still others turned stupidly to advertising themselves, or to telling half-truths, or to selecting only the spectacular for publicity. And often the results were negligible or even bad. But the movement grew. School men began to realize that not only was organized school interpretation advisable but that quite logically it had its origin in law.[1] The conviction has been growing that the responsibility for keeping the public

[1] *Ibid.*, p. 335.

informed is both legal and moral,[1] and that public money may be expended for the purpose. A recent study found that the courts in general sustain that position.[2] As the movement has spread the philosophy of interpretation, of public relations in general, has broadened and deepened. Understanding of the aims, accomplishments, and needs of the public schools, say leaders of the movement, must be larger and clearer if continued moral and financial support is to be assured.[3]

But most school officials do not know how to handle such interpretation effectively. They are realizing that special training is necessary, that the full utilization of all the possible agencies for telling the public about the school requires new technique and skills and knowledge. The matter is more easily settled for the city school systems. Special interpretation departments headed by directors have been established. Such a step has not been possible for by far the greater number of communities. Yet it is in the schools in these smaller cities and villages and in the rural schools that the need has been greatest. They are suffering most from the reaction of the public to rising costs and too many years of grocery-store and back-fence interpretation.

What Does the Public Know about the Schools?

As has been suggested, the increasing complexity of the schools was usually interpreted without conscious effort or plan. What occurred to the pupils as interesting they told their parents. What the newspapers found available and of public interest they printed. What parents saw when they attended school entertainments or contests they told other parents. When school men did try to tell the public of the need of better ventilation or a junior high-school

[1] W. W. Carpenter and Bower Aly, Legal and Ethical Aspects of a Public Relations Program, *Education*, Vol. 53 (October, 1932), pp. 84–89.

[2] E. F. Monroe, The Legality of School Publicity by Board of Education, *American School Board Journal*, Vol. 81 (August, 1930), pp. 34, 112.

[3] Clyde R. Miller, Public School Publicity, *School and Society*, Vol. 20 (Aug. 2, 1924), p. 142.

building or shop courses their methods were too crude and ineffective. The deliberate interpretation expressing itself in high-pressure campaigns, or sporadic "enlightening" articles, or impossibly dull annual reports, was as futile as the incidental publicity. The public was not helped to an understanding of the schools.

What is more, many administrators believe publicity in any deliberate form to be undignified; others, and the writer recalls one with some unpleasantness, were apparently convinced that parents should know little about the schools so that they would not be tempted to meddle. Such men discouraged the organization of P.T.A.'s and threatened teachers with dismissal if they talked of school affairs with townspeople. "The less they know about us the more they will leave us alone" might well have been their slogan.

Somewhat analogous are those referred to by Eginton.

> Many administrators apparently do not recognize this responsibility and say that they do not dare adopt up-to-date educational methods in their community because most persons still believe that education should be organized around the three R's. This appears to them a logical reason for not going ahead.[1]

It is perhaps to be wondered that patrons know anything factual about the schools. The average person knows only half as much as he should in order to vote intelligently upon school matters, according to a careful investigation.[2] Certainly it is not strange that misinformation and misunderstanding are common, that more and more often one hears the taxpayer's "What is it all about?" The question has been neatly put by Hosman.

> Perhaps there is no more misunderstood service in a community than that of the public school. In spite of the fact that it is the subject of much free space, somehow or other, the stockholders (taxpayers), just don't seem to understand what it is all about. Why should we

[1] D. P. Eginton, Keep Your Public Posted, *Journal of Education*, Vol. 118 (Apr. 15, 1935), p. 217.

[2] William H. Todd, *What Citizens Know about Their Schools*, Contributions to Education, No. 279, Teachers College, Columbia University, 1927.

spend such a staggering sum as $80 per year to furnish school privileges for each boy or girl in the community?—It is difficult to understand that a superintendent with an invested capital of $10,000 or $12,000 (professional training) and a family to support should be paid a salary of $3,000 per year; that a teacher who must spend $480 for board and room, $200 for clothing, $100 for doctor and dentist bills, $200 for travel, books, summer schools, $200 for insurance and savings should have an annual income equal at least to that of a day laborer; that adequate playgrounds are desirable; that a school nurse is a necessity; that good books are preferable to rotten and salacious magazines; that wholesome activity is better than idleness. These and many other similar situations are wholly outside the bounds of necessity—but the Light and Power Company—why the blessings of Divine Providence be upon them. (We have shares of stock in this concern.) The school department of our community life asks for more money or just good will for this or that, but alas—it doesn't come. Why? Surely it is not the fault of the people who, as a rule, are generous to the Power Company, Telephone Company, Good Roads, County and State Fairs, and what not.[1]

Of constant recurrence are cries against "fads and frills" and against modern teaching methods. The public still gropes for explanations of A.Q.'s and I.Q.'s while school men go blithely on to still more mysterious innovations. The result is indifference, even antagonism. School people steeped in their own theories have not realized that they were not understood by layman, some of whom know little more about the schools than the man who asked the superintendent when the local high school would reach a level that would permit its pupils to go directly to college.[2]

One does not have to listen long where citizens congregate to hear progressive methods in teaching scoffed at. The man in the street still believes firmly in "no lickin', no larnin' " and the other tenets of his unhappy school days. Why? Because he has not been taught newer ones. He launches into eloquent tirades against "these new-fangled

[1] E. M. Hosman, School Publicity—A Necessity, *Education*, Vol. 49 (January, 1929), pp. 290–291.

[2] R. C. Clark, A Publicity Campaign, *American School Board Journal*, Vol. 64 (April, 1922), p. 68.

ideas." Van Oot quotes such an orator in a dissertation that will sound familiar to many readers.

> You educators ain't contented with the little old brown schoolhouse like the one I was learnt in. No, you must build gymnasiums and learn the kids to jump up and down, and construct arenas in which the gladiators of distant cities are challenged to combat. You entertain the kids by providing opera houses and vaudeville shows and feed them in elaborately equipped banquet halls. You learn 'em to whittle, to make doll dresses and fancy cookies, and now your latest "wrinkle" is to provide 'em with free textbooks. When I was young, I used to get all my exercise by walking four miles to school through rain and snow and mud. Now you send chariots about the countryside to gather 'em in. The kids nowadays ain't got half a chance for you don't let 'em do anything for themselves. You do everything for 'em and expect the poor taxpayers to pay for all these things.[1]

It is because they have not been made to see the reasons for the new subjects that the public would eliminate them from the curriculum. They fear that their children will not be taught to read or to do arithmetic because so much time is given to the new activities. They cannot believe that spelling, for instance, is as well attended to as ever; and it does not occur to most school leaders, as it has occurred to a few, to organize a spelling bee between the best community spellers and an equal number selected from the schools, and to prove, as several schools have had little difficulty in doing, that the students spell better than their elders.

They decry also, for example, the passing of memorization, of the study of English by diagramming, and of the emphasis on reading aloud. The pupils are not prepared to explain to their parents the superiority of understanding over memorization, nor are they able to give clear and comprehensive reasons for the other significant changes in method or content. Unhappily, in most instances, no one else has elected to do so, with the result that half-understandings and complete lack of understanding have

[1] B. H. Van Oot, Schools Must Modernize Their Publicity Methods, *Nation's Schools*, Vol. 13 (January, 1934), pp. 29–30.

incited skepticism and often active opposition. The extent of the misconception is succinctly stated by a committee summary for the National Education Association.[1]

> There are literally millions of people in America today who do not understand why their children in the first grade are not taught the A, B, C's, just as they were taught them; who think that music, art, vocational training, and the other new features of the enriched curriculum are fads and fancies; who firmly believe that one reader a year is enough for any child in the primary grades and that the addition of other books is the result of good salesmanship on the part of book company representatives; who are positive that the vast increase in expenditures for public schools is the result of inefficient management on the part of school officials and teachers; who still believe that the Blue Back speller is the best textbook ever published; who have no conception of the additional duties and responsibilities which society has loaded on the schools; and who are not yet convinced that the youth who went to the little red schoolhouse was not better prepared for life and had more useful information than does the modern youth who graduates from one of the institutional high schools. Such people think an activity program is play. They understand nothing of the spirit of freedom in the schools today. They are positive that the child in the modern school gets a smattering of many things but learns nothing thoroughly.

In the matter of modern applications of discipline the misunderstandings are equally gross. One hears often the plaint that "kids are allowed to run the schools nowadays." The extremely important self-government ventures are derided as indicative of softening of the disciplinary timbre of teachers. Children, they say, are not old enough to know what is good for them or to select and enforce effective punishment. The psychological efficacy of a penalty imposed by fellow pupils is not usually grasped by community critics, many of whom are still steeped in the doctrine that the severest disciplinarian is the best teacher. Even boards of education in many communities ask first of all of a candidate for a position, "Is she a good disciplinarian?" or "Can she control the youngsters?" Per-

[1] The Problem, *The Journal of the National Education Association* (March, 1930), p. 71.

haps the superintendent's fault goes even deeper than failure to make clear to patrons that a good school is interesting to pupils and that interested pupils have no need for



FIG 1 —A conception that is still popular (*Reprinted by special permission from The Saturday Evening Post Copyright* 1936 *by the Curtis Publishing Company*)

discipline. The fault may indeed lie in that the school has not advanced beyond the need for sharp-eyed mentors and strong-arm punishments. Even in such uses, interpretation of the aims of the school, if the superintendent is aware of any, would probably improve conditions.

From what sources other than the talk of pupils do parents get information about the schools? Where no organized program exists, at least three common sources of information or impressions exist: what gets into the newspapers; athletic contests; and school programs.

The one of these that inevitably reaches the most people is the newspaper. What do the newspapers, unguided by school administrators, tell about the schools? Several authoritative studies of incidental school publicity have been made.

The writer in an exhaustive study of school news published in daily and weekly newspapers of Minnesota in 1924 and 1925 found that but few aspects of school life found their way into community newspapers, and that convenience in getting and preparing news guided the nature and the amount more than did policy. By far the greater part had to do with athletics.[1] Paul Hedlund repeated the study five years later and found that while what he termed school publicity had nearly doubled, athletics still had the lion's share of attention and that on the basis of total space much emphasis was given to conventions, institutes, and activities of P.T.A.'s.[2] The most inclusive investigation was made by Belmont Farley as a doctorate dissertation. He reported, after studying newspapers from all parts of the country and polling patrons to learn the direction of their deepest interest in the school, in the first place, that newspapers devote 47 per cent of the newspaper white space given to schools, to telling people about football, basketball, parties and dances, and other extracurricular life of the school; and, in the second place, that people were more interested in what received little attention in the newspapers—in order of importance to

[1] J. Erle Grinnell, *Newspaper Publicity for the Public Schools of Minnesota.* Unpublished Master's thesis, University of Minnesota, Minneapolis, 1925.

[2] Paul A. Hedlund, School Publicity in the Press, *The Elementary School Journal,* Vol. 31 (April, 1931), pp. 585–591.

readers, pupil progress, instructional method, pupil health, course of study, and value of an education.[1] Wegner in a much more restricted area found news quotas astonishingly similar to those found by Farley.[2]

If the newspapers are potent forces in causing the public to regard the public school as a sort of three-ring circus, the athletic contests and most of the other extracurricular activities themselves contribute to the impression. So little effort has been made in most communities to correlate all extraclass activities, to evolve definite principles as a basis for participation, and to interpret the program to the community that the public has had no choice but to accept them at their face value and to interpret the whole school system in their light. As might be expected parents have often been openly censorious. Children profess to have play rehearsal or orchestra or basketball when there is work to be done at home after regular school hours. "Why should Johnny be busy with all these things every day until supper time, and often hike off again to some practice or meeting in the evening?" is the question that passes from back fence to back fence—and with it the inevitable, "I wonder when they get time to study."

Particularly unfortunate as an incidental interpreter of the public school is athletics as usually conducted. The public, even those who are not greatly interested in outcomes, cannot escape the impression that the object of the sport (particularly of the ever-popular basketball and football) is above all else to win. Indeed in the games such vital issues as clean sportsmanship, unity of effort, and development of sound health are so completely lost that spectators rarely are prompted to conclude that anyone has conceived of them as an integral part of the athletic

[1] BELMONT FARLEY, *What to Tell the People about the Public Schools*, Teachers College, Columbia University, Contributions to Education, No. 355, 1929.

[2] Comparative quotas cited in O. R. HULL and A. F. COREY, Vital Points in Planning Publicity, *Nation's Schools*, Vol. 10 (July, 1932), p. 50.

program. Rather have many of the thoughtful gone away with the sense that character and health were not being developed.

Local poolroom fans and drugstore coaches have added to the difficulty of athletic directors and administrators. Other well-meaning and often influential members of the community make matters worse by dictating or attempting to dictate athletic policy. This is profoundly disturbing to educational leadership and must inevitably cause the whole public-school system to appear in a bad light. The public knows what it sees and hears at the games and on the street. If "win at any price" is the slogan, and "Booooo" or "Sock 'em" and "Lay him out" the popular cries, *that* is what the patrons will know about the schools. If, as has been too often the case, a boy is kept in a basketball game (because they needed him to win) until he dropped from exhaustion; if basketball and football cripples are turned out of certain schools every year because matters of physical condition were not considered so important as an unbroken string of victories—why that is a part of what the people know about the schools.

The same process of seeing and hearing and spreading the news is constantly molding public opinion of the school through school programs, through plays and concerts and commencements. If they are good, if they demonstrate sound teaching, careful preparation, a sense of proportion or good taste or artistry, the public may get favorably a part of their total significance in education. If, on the other hand, a play is stupid, not sufficiently coached, and slovenly costumed and staged, not even parental pride can keep people from applying in some measure their negative impressions to the school as a whole. The same principle, of course, applies to musical activities, always, however, with an added danger. If musical groups are in competition and are so extraordinarily good that they win district or state contests, and administrators play up music, the community may fail to see and support the

numerous less spectacular but equally vital functions of the school, or patrons will believe that other work is being neglected, that the musicians are so interested in their contests that they don't do anything else. Both ideas are common. They represent what the people think of their schools when their judgment is not constantly and thoughtfully directed by those who see the entire program and understand its aims and interrelations.

Who is to blame? Some criticism has already been made in this chapter of administrators who deliberately choose not to enlighten the community and of others to whom it never occurs as a responsibility or opportunity. F. J. Moffitt has described an even more numerous group.

> With some justice, we might place a large share of the blame on that group of educators who have never bothered to equip themselves with even the most elementary knowledge of the techniques of public relations. It is true that they have felt casually their own responsibility for the success or failure of the public-relations program but they have betrayed lack of understanding of the basic elements of the public-relation activity.[1]

Teachers, too, have probably been remiss. They have not often enough conceived their duty as embracing work with the elders of the community. They have given their whole working time (for which they were paid) to their pupils and their leisure to their colleagues. They have not considered that they had any further responsibility to discharge, save, perhaps, assisting with church work or with community character clubs. They have not endeavored to clarify larger aims to their pupils that the pupils might be better interpreters. Nor have they gone into the homes to attempt a material understanding. Perhaps they have shared with one greater part of the public the simple faith that schools are good for society and that nothing specific need be done about understanding them.

[1] F. J. MOFFITT, Public Relations to the Rescue, *Nation's Schools*, Vol. 14 (September, 1934), p. 31.

It is extremely probable, as a matter of fact, that a majority of the teachers are not themselves sufficiently conversant with the whole school program and its objectives to be more than indifferently successful as apostles.

It is not seemly for the author of a book for school men to reproach the public for the very lack of knowledge that has been engendered by educators indifferent to community rights. Yet perhaps a large share of the failure of school men to meet their full responsibilities to the public has been the too ready acceptance by the public of anything in the nature of a school. The very enthusiasm for the public schools that led to their astonishingly rapid development has bred too much independence in school men. Though many of the results of the reaction that set in with the depression were bitter to educators, they have been salutary in that more than anything else they have served to teach school men how inescapably necessary to the progress of education is complete understanding and approval by those who pay the bills.

The Price of Neglect.

What happened to the schools with the coming of the depression is still happening. Conditions in general are little changed from what they were in 1933. A brief examination will be in point.

In the first place it must be realized that children continue to be born and to enter school. Population increases. Depressions, big and little, do not stay the march of the children upward toward elementary and high-school age. For example, the high-school enrollment in 1926 was 3,757,466; in 1933 it was 5,116,000. By any logical reasoning, expenditures should have increased and teaching forces should have expanded. Such was not the case.

All schools were hit, but small schools, for the lack of capable spokesmen, were hardest hit. By the opening of the school term in 1933, educational statisticians were able to estimate that 25 per cent of the nation's children would

attend school where the length of term would be less than half of what it should be.[1]

School-building construction was largely suspended, resulting in the attendance of 250,000 children on a part-time basis. Scores of thousands of others were crowded into temporary shacks. Approximately 4,000 badly needed rural school buildings were not constructed.[2] Essential repairs to buildings were neglected. Leaking roofs, cracked plaster, broken stairs, worn-out boilers, and faulty ventilation systems were allowed to jeopardize the health of the children and to quadruple eventual repair and replacement costs.[3]

Teachers' salaries were reduced in 80 to 90 per cent of city schools and in almost all rural schools.[4] In some of the Great Plains states teachers worked, and still do, for as little as seven dollars a week. Parrish estimates the number who worked at ten dollars or less per week for a school term of five and six months as more than 100,000.[5] In some places jobs were given to the lowest bidder among teachers desperate for employment of any kind. In many places teacher salaries were not paid, even when other city employees were paid. The Chicago situation attracted nation-wide attention, but the situation was more acute in many less strategically located cities and villages, particularly of the Middle West and South. In Alabama it was desperate.[6] Teaching staffs were reduced beyond all reason, and underpaid, debt-harassed teachers strove hopelessly to maintain morale among their ranks and to teach

[1] WAYNE W. PARRISH, The Plight of Our School System, *The Literary Digest*, Vol. 115, September 23, 1933, p. 32. Copyright by Funk and Wagnalls Company, N. Y.

[2] *Ibid.*, p. 32.

[3] A. B. MOEHLMAN, The Depression-demagogue at School, *The New Outlook*, Vol. 161 (December, 1932), pp. 53–55.

[4] PARRISH, *op. cit.*, p. 32.

[5] *Ibid.*, p. 32.

[6] EUNICE LANGDON, The Teacher Faces the Depression, *Nation*, Vol. 137 (Aug. 16, 1933), p. 182.

with some effectiveness in rooms overcrowded every period of the school day.

Indiscriminate slashing was made without regard to social needs. Libraries were not kept up; textbooks were not replaced; ventilation systems were shut down because of expense of operation; half-day sessions became common; essential services and departments were shut down; opportunity classes stopped and backward children were thrust in with normal ones; out-of-school recreation and extra-curricular activities and programs of vital leisure-time interests were stripped beyond any efficiency; necessary clerical, administrative, and supervisory assistance was no longer provided.[1]

But that was not the end. To quote Eunice Langdon in the *Nation:*

> And as if this crippled condition of the schools were not sufficiently serious, in every locality cries for further retrenchment from taxpayers' committees, citizens' budget commissions, the bankers, the power interests, the merchants' associations, and the real-estate associations are being heard. To a large extent these have already been heeded, and at a time when unprecedentedly heavy demands are being made on our public schools, they have been forced almost everywhere to run on reduced budgets, to cut teachers' salaries, to increase the size of classes, and to drop such "fads and frills" as the teaching of music, child-guidance work, playground work, school gardens, vacation schools—in short, all the myriad developments of the school system which are intelligent responses to the complex needs of the community, the very features which make the public-school system, with all its weaknesses, an asset to democracy.[2]

Something of the spirit of the public is reflected in Major McKee's statement before the New York City Board of Estimate in October, 1932, that "Education is not sacred" and in the will with which the civil powers set to work to prove his assertion by crippling educational service in America's largest and richest city. As Dr. Frederick Houk Law, New York State Director of the National Education

[1] MOEHLMAN, *op. cit.*, pp. 53–54.
[2] LANGDON, *op. cit.*, pp. 182–183.

Association, pointed out, it is not primarily a lack of money. "Something is happening to American education," he said, "when conditions in this country are such that three-quarters of a million children in various states are shut out of schools and all schools in all states threatened. It is time to speak strongly."[1]

It would indeed have been a shock to the school man of even a decade ago to suppose that the time was near when some elements of the public would turn so completely against the school as to make such a news story as the following possible:

U. S. CHAMBER CALLED ENEMY NO. I OF SCHOOLS

Chicago Educator Bares Plan Aimed to Restrict Scope

20 Recommendations Sent All Branch Chambers; Fear High School Tuition

What ails United States public schools, says Mrs. Florence Hanson, is the U. S. Chamber of Commerce.

Mrs. Hanson represents the American Federation of Teachers at the American Federation of Labor convention. She comes from Chicago, where public schools are now being given a complete economy reorganization.

Flatly, she lists the U. S. Chamber of Commerce as Public School Enemy No. 1, with bankers and big industrial taxpayers Nos. 2 and 3.

MORE PUPILS, LESS PAY

To all chambers of commerce in the United States, she says the U. S. Chamber has sent a list of 20

[1] Quoted in PARRISH, *op. cit.*, p. 32.

> recommendations for public school curtailment, including:
>
> Teachers' salaries reductions; shortening of school year; lengthening of school day; suspension of automatic salary increases; increase in size of classes; cutting elementary school time schedule from seven to six years; cutting high school courses from four to three years; abolition of free high schools, in favor of fee system; discontinuance of free textbooks; elimination of kindergartens; curtailment of school building programs; economy in school repairs; curtailment of school curriculum, with elimination of special subjects.
>
> "If the present attacks on public schools continue," says Mrs. Hanson, "within two years every high school boy and girl in America will be paying tuition."[1]

Active opposition to educational programs was crystallized during the early years of the depression. With the passing months enemies of public schools closed up ranks and gathered power. Lately, as the news story indicates and as John Almack has pointed out in the *Annals of the American Academy of Political and Social Science*, the conflict has assumed a national aspect. The National Education Association has taken the leadership for the school forces and the United States Chamber of Commerce for the antitax forces. The National Education Association has done much to clarify educational issues, to disseminate information about the schools, and to organize the membership in more coherent effort. The United States Chamber of Commerce has as yet undertaken little more than to propose and circulate school economies. But locally the antitax forces are strongly organized and have waged sharp battles. The local schools have had no direct assist-

[1] The *Washington Daily News*, Oct. 4, 1933.

ance from state and national educational associations. Such help is not possible.[1]

The special interests, according to Almack, have resorted to seven methods in attacking the public schools:

1. Belittling the value of the schools.
2. Effort to shift the cost.
3. Effort to reduce the term of education.
4. Effort to centralize education.
5. Effort to limit expenditures.
6. Effort to discredit school forces.
7. Criticism by educational authorities.[2]

The first of these has been most general. The school program as a whole is never attacked. Instead the newer studies and services are singled out and ridiculed as fads and frills. Even such larger educational movements as the junior high school and the kindergarten have been propagandized out of existence in some communities. The smaller schools, particularly, have suffered for want of spokesmen. Their leaders have been subdued into silence and disheartened by lack of public sympathy.

The Way Back.

Because the battles have been largely local the solution must be largely local. Though the National Education Association is doing everything possible to stay the opposition nationally and is providing local units with valuable publicity leaflets, the chief punch must originate in each of the thousands of school districts of the nation. Moreover it can come only through winning the public, not simply to the cause of the public schools, but to a warm support of every facet of the modern, intricate, school structure. In the long run the school will win if it proves its oneness with the cause of the whole group. "Educa-

[1] JOHN C. ALMACK, Education for Adequate School Support, *Annals of American Academy of Political and Social Science*, Vol. 82 (November, 1935), pp. 101–115.

[2] *Ibid.*, pp. 103 *ff.*

tion," says Almack, "which is truly social and truly personal, which is the flesh of the community, cannot be destroyed by any body of particularists."[1]

The victory will come when the public believes as firmly in the whole program of modern public education as it believes in the narrower education which it promoted so proudly in the younger democracy. The victory will come when all of the community knows the clear facts about the need for a well-rounded education; when it knows the relative costs to the state of crime and of education, of luxuries and of education; when it knows and talks about the varied service to the community of the public schools; when it knows what constitutes faculty preparation and personal qualifications and experience; when it understands the problems of administration and supervision and pupil measurement and child accounting—in short, when it knows everything necessary to the thoughtful endorsement of the public-school program. It is the purpose of this book to show the way to such a knowledge and beyond it to the ever-essential support of an even better public school.

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[1] *Ibid.*, p. 114.

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CHAPTER II

PHILOSOPHY OF INTERPRETATION

Concept of Interpretation.

School men, for some time, have been content to apply the term "educational publicity" to their occasional efforts to convince the community of some specific need. Yet in the understanding of most people, "publicity" carries with it an odium, a suggestion of exaggerated claim, of high-pressure methods, of concealment of faults. As month after month what has been called "school publicity" gains deeper purpose and more dignity, and is conceived by school men as a moral responsibility to the community, the word "interpretation" becomes more generally heard. Everywhere in progressive educational circles today the idea is taking root that information to the public should be carefully organized and interpreted.

Interpretation suggests fitting the findings of educational research, the purposes of the junior high school, of the kindergarten, of unit method, of exploratory courses to the habits of thought of the average man and woman. It suggests visualizing and dramatizing for every citizen the values and methods of the schools. To survive complete and honest interpretation the schools must be worthy. The one waits upon the other. Any school man who embarks upon a complete program of interpretation will first assure himself that his schools are sound and progressive, that they merit the continuous support he is asking. In short, good interpretation must be the reflection of a good school. It cannot be based on a poor school, for, after all, the school itself is the best interpreter. If teachers are satisfied, if pupils are busy and happy, if

administration is fair and efficient, good interpretation is already well launched. But interpretation cannot rest there. It must so hold the mirror up to each facet of the schools that every parent, every taxpayer will see therein the image of better youth and of a better community. Then and only then can educators be assured that no self-seeking or reactionary groups will prevail against the schools.

Specifically, what tenets should guide an educator in his program of school interpretation? For purposes of emphasis and clarity, the many principles suggested in the writings of the past few years are here reduced to seven. Good interpretation should conform to these seven tenets:

1. It should be continuous.
2. It should be honest.
3. It should be inclusive.
4. It should be understandable.
5. It should be dignified but aggressive.
6. It should reach everyone in the community.
7. It should use every facility at hand.

Interpretation Should Be Continuous.

Much has been written in recent years concerning the relative merits of continuous and intermittent or campaign publicity. One of the first detailed considerations of school publicity was *Publicity Campaigns for Better School Support* written in 1921 by Carter Alexander and W. W. Theisen.[1] Scores of articles appeared in educational journals in the three years that followed, presenting new and exciting methods for winning a community into a receptive mood for a bond issue. New buildings were usually the goal, and divers kinds of high-pressure advertising the mediums. It was not that the apostles of campaign publicity disapproved of continuous interpretation; it was more that they were interested in specific issues, and as

[1] World Book Company, Yonkers-on-Hudson, N. Y.

yet, saw no great need for telling the public about the schools when everything was going well.

Campaign publicity is based on the assumption that action comes when emotions have been aroused. Understanding is not sufficient. There must be color. There must be an urge quickened by pride or jealousy or fear. This the managers of advertising campaigns in the commercial world attempt to arouse in prospective buyers. That is how gullible Americans have been lashed into buying soap, and cosmetics, and coffee, and laxatives they didn't need or want. The technique has been used with skill in education. But when its ends have been achieved and people sit back to meditate, they all too frequently slip into a reaction. They wonder if they haven't been taken in a little. They discover that, after all, they know relatively little about what the schools are doing.

Carter Alexander[1] summarizes the point of view of those who urge the "drive" rather than continuous publicity:

> The drive view is that, while continucus publicity is advisable and even indispensable, the scope is limited and it cannot wholly replace the drive. The view may be detailed thus. School men are confronted with a condition and not a theory, the condition being that drives have been widely used and are now so used. They have been used so much of late only because their possibilities were not discovered until the war period. Then all the great nations found that through them public opinion could be developed and controlled as definitely as could natural or industrial resources. Furthermore, they are used in every department of political, religious, and business life. Particularly they conform to the way we do things in the United States. We do not keep our attention continuously on any given interest, a fact which politicians have realized for generations, as is shown by their efforts to create new issues to take the place of old ones for which the public shows too little interest.

In the same discussion he presents the other point of view, that advanced by proponents of continuous publicity:

> The continuous publicity view sees little or no need of drives and presents its case thus. The school as a public institution needs the

[1] CARTER ALEXANDER, The Continuous School Publicity Program, *School and Society*, Vol. 21 (Jan. 3, 1925), pp. 2–3.

continuous interest of the people. Public opinion is very slow to develop, for instance, prohibition and woman's suffrage were urged upon the public for generations before they could be incorporated into the Constitution. Publicity spread over a long period is bound to be more sound and honest than drive publicity because the people have plenty of time to test calmly its reasons and contentions. Such testing will inevitably secure greater confidence because there will be no suspicion that the schools are trying to "put something over" on the public. The drive, on the other hand, is too emotional and frankly propaganda, thus leading easily to exaggeration which is liable to produce a reaction that will leave the last state of the schools worse than the first.[1]

Probably in every continuous program there will be times when school heads will find need for intensifying their efforts to win a public decision involving increased revenues. Such efforts are not essentially antagonistic to the principle of continuous interpretation. Even the most ardent advocates of campaign publicity have come in recent years to feel the need of day-by-day, month-by-month, and year-by-year telling through all available means about the program of the schools. Drives in such cases, they are persuaded, will rarely be necessary, and over a long period of time the confidence of the community will be won. Particularly does progress, in any real sense, wait on a patient process of interpretation, one that is steady, reasonable, and consistent. A background of appreciation of the achievements of modern education and of the sincere efforts of the public schools to select only the best of the new ideas and to put them into economical and efficient operation cannot be impressed on the public in a week or a month or even a year. Whether the school system be one of the largest in the county or a consolidated rural school, the principle inevitably holds.

Interpretation Should Be Honest.

A corollary of the "drive" was the logical practice of selecting only the facts useful in attaining the specific end

[1] *Ibid.*, p. 1.

desired. That meant suppression of facts which might jeopardize the issue. Frequently, it also meant taking recourse to half-truths and distortions. Many school men felt that the cause justified the means, that there was nothing inherently dishonest about it. Others were troubled about consequences when the public should learn that only one side had been presented. "It is the method of business," they said to solace themselves. "The schools must adopt business practice if they are to succeed."

It was not only in their campaigns that such tactics were pursued. In all of their public relations the same policy obtained. Their motto was, "Cover up the weaknesses and play up the strong points." It was the practice followed in speeches to the public. The superintendent carefully side-stepped all weakness that could not be attributed to lack of support and stressed the superficial and obvious excellencies of buildings, and teacher degrees, and band uniforms. The annual report and the occasional releases to the newspaper further expatiated on the merits of the school, on its economies, on its victories in athletics, or on its new home-economics equipment. Silence prevailed on data of retardation, on the low level of the high school on minimum essentials tests, and on the high incidence of physical defects. Such school men continually sought too generous support for too meager a program.

Fortunately that attitude is rapidly disappearing from public-school relations. In its place is growing a conviction that the public is entitled to all the facts about the school, good, bad, and indifferent. Fred Engelhardt in his *Public School Organization and Administration* which has influenced school men everywhere is clear in his advocacy of truth:

> There are those who hold that support would be greatly decreased if the whole truth were told about the school. In the long run this cannot be true. An honest, frank, and clear presentation of facts will generally gain support. If other means must be used, it is evidence that the public has probably been misinformed during some previous period.

. . . Public confidence once lost is difficult to regain, and a deliberate misrepresentation of facts will react as a permanent handicap to educational progress.[1]

School administrators who have subscribed to the doctrine of thoroughly honest representation of their schools have reported heightened morale in the community. Others who have had their interpretation programs in operation but a short time are enthusiastic but as yet have only their *sense* of better community feeling as evidence and reward. As long ago as 1922 honesty was found to pay in matters of school interpretation. Superintendent Clark of Seymour, Conn., had to say in part:

Most important of all the public was made to feel that the school affairs were being conducted in the open and without fear or favor. At these meetings the superintendent had a written report, a carbon copy of which was sent to the reporters. This report was designed to show the educational progress of the schools. They were very frank. When the pupils made a good record in silent reading, this was reported. When they failed miserably in a spelling test, this was also reported together with the steps contemplated for improving this work. At that time our schools were much congested. Twenty five per cent of our pupils were on part time because there was not school room enough. The best work was not possible under these circumstances. This fact was stressed. A definite plan was presented for correcting this evil. How much effect these reports had it is impossible to state definitely.[2]

When parents believe that those in charge of their children are not attempting to "whitewash" the schools; when they know that they are getting frank and accurate information about what their children are doing and how they are doing in school; when they and all other taxpayers know that what the superintendent says about third-grade overcrowding and the need for another assembly room in the high school is beyond all question true, they are not likely to turn a deaf ear or to let it pass with a shrug of the

[1] P. 538.

[2] R. C. Clark, A Publicity Campaign, *American School Board Journal*, Vol. 64 (April, 1922), p. 70.

shoulders and a cynical, "Oh, the schools, they're always asking for something."

Interpretation Should Be Inclusive.

Herein lies one of the most profound weaknesses of most of the publicity of the past. It is an inevitable weakness of campaign publicity, as it is a certain weakness of incidental or unorganized interpretation. The former selects special needs such as a junior high-school building, or an industrial-arts shop, or a vocational school, or even money to send the band to the national contest, and concentrates on that single phase of the school program. Incidental or unorganized publicity scatters its efforts, occasionally touching on something vital and revealing, but more often dealing with athletics, plays, musical programs, declamation contests, honors, social affairs, and club activities. No purpose animates it; no program relates it to the larger aims of the school. If parents are able, sometimes, to patch together their random pieces of knowledge about the school to make something resembling a coherent whole, it is a credit to their intelligence and active curiosity rather than to the policy of school officials. Usually the fabric of their understanding is far from complete.

Often the enthusiasm of an executive for a particular part of the school program leads to the same results. He cannot see beyond "socialized recitation" or the "project method" and belabors the citizens with speech and demonstration and reports about his pet until it is no wonder that they look upon the school as a testing ground or a vaudeville. In the throes of his enthusiasm he has lost sight of the broader implications of the school in its relation to society.

The primary interest of the parent, for that matter of all taxpayers, is the progress of the child. Until school interpretation programs become so inclusive that they have to do with all the facts relevant to the progress of the child, the community will not be permanently interested or

sympathetic. Not only must all the facts be published or otherwise made known, but they should be organized. It is not the easy way. The easy way has been to let news by its very insistence find its way into the papers; to let the most spectacular activities represent the school; to avoid that which required skill in preparing for publication, that which was not already familiar to the public; to let ideas flow out through natural channels to an uncomprehending public. Organization and synthesis are difficult. Therefore they are rarely found, and people, as Farley[1] found, do not often get that which interests them most—information about classroom procedures and results of teaching.

A program to be inclusive must deal with the larger aspects of education, such as dividends on investments in education; comparison of costs, in light of increased services of schools; depreciation of purchasing power of the dollar; and increased high-school enrollments and corresponding increase in costs. It must also emphasize specific services or activities such as libraries, shops, health, transportation, cafeterias, psychiatry, and safety programs. Between these are the multitude of fundamental understandings necessary concerning such matters as teacher preparation, curriculum philosophies, child accounting, administration and supervision. All the major activities and interests of the schools should be kept before the people all the time, yet there should be a definite progression, a neatly ordered plan of educating the public which will require the making of a yearly calendar of interpretation. Without such a program it is not conceivable that the whole process will be visualized in advance by the administrator in charge or that the public will be continuously informed regarding the progress, condition, needs, and aims of their schools.

[1] *What to Tell the People about the Public Schools.*

Interpretation Should Be Understandable.

Educators are justly accused of loving their professional language. Among one another there is never any wrinkling of brows at mention of A.Q.'s or I.Q.'s or "unit activities." But when the same terms creep into annual reports, talks before service clubs, and occasional news stories, they defeat the cause they are meant to serve. Every profession has its jargon. Education is not exceptional. When, however, the educator is speaking to his public there is no more logic for his using the involved terms of his calling than that a botanist should identify for a layman the common flowers by their Latin or Greek names. Perhaps, in some cases, it is a silly ambition to appear erudite, or the fear that being more simple would sacrifice professional dignity, that keeps the school man to his pattern of educational writing. More likely it is lack of skill in clear, forceful English.

Clear, forceful writing is what the public demands. It is what newspaper men learn. Everything the school man releases to the public in any medium should be rich in concrete nouns and live verbs with relatively few adjectives. Examples should add to the visualization of general statements whenever possible. When a short, Anglo-Saxon word with connotative force can be used a longer term should not take its place. Sentences should be varied in length with as many as possible of short, direct statements. The writer should watch to see that he has subordinated in his sentences what is less important so that the central or important idea of each sentence will be instantly patent to the reader. He should use direct quotations rather than indirect when possible; they are usually more emphatic. And, finally, he should attempt to weed out of his writing for the public all hackneyed phrases, most of which are general and have become almost meaningless, and replace them with words that have freshness and exactness.

Two samples of the better kind of educational interpretation follow. They are parts of articles by school men who are interested in making clear to the public just what the schools are doing. Both are in fields not sufficiently interpreted to the community. The first deals with the new type of curriculum and teaching. The article was surmounted by an attractive picture, which, of course, helped to interpret the account. The excerpt is from the middle of the story. The second is concerned with discipline, which usually gets even less attention. Only the first few paragraphs are included.

ORIENTATION OF STUDENTS

In charge of each of the three junior high-school years is a coordinating teacher, responsible for directing the educational experience contained in the theme: "The Progress of Man through the Ages." The aim is to orientate the students in the present-day world and to give them some conception of "how we got this way."

In close coordination with these large-theme teachers, work special-subject teachers: teachers of fine arts, science, industrial arts, music, mathematics, the languages, and so on. In other parts of the school program these teachers present their subjects in regular periods but in connection with the theme their function is to make clear what their particular areas of knowledge and skill have contributed to the progress of man.

The seventh-grade coordinating teacher introduces the Story of Man with reference to the girls themselves: How do we happen to be here? Why are some of us tall and some of us short? Why is New York City where it is? How did the Palisades happen? And finally, when intellectual curiosity

is aroused, How did the world begin, anyhow? Strange and naïve beliefs are freely expressed. Somebody must know more than we do. How about the library?[1]

HIGH-SCHOOL STUDENT COURT TRIES, SENTENCES OFFENDERS

By Frank E. Siudzinski

"For smoking around the school during prohibited hours I sentence you to two weeks on the early period."

A half-dozen youthful offenders —4 B's, 3 A's, sophomores, freshmen—shift from one side of their benches to the other as Judge Jerome Cantor, 5627 North St. Louis Avenue, pronounces his decision in the student court at Von Steuben high school.

They have summonses for violating some of the rules established by the student council to regulate the school life of 2,146 students at Von Steuben. An "early period" sentence means that the student must come to a special class which meets at 7:30 o'clock in the morning.

STUDENT COUNCIL DIVISION

This court is one of the eight divisions of the student council, each in charge of a Commissioner, which helps in directing the school organization. Discipline is enforced by the Commissioner of Deportment, Irving Kregsbery, 5122 Lincoln Avenue, with the

[1] ROLLO G. REYNOLDS, "Changing a High School," *New York Times*, Apr. 21, 1935.

> assistance of the R. O. T. C., corridor marshals and a group known as the "flying squad."
>
> Empowered with full jurisdiction, the court sits at 3 o'clock on Monday afternoons in the assembly hall. It penalizes students for such offenses as cutting classes, tardiness, fighting, smoking, disorderly conduct, insolence to teachers, walking through halls without passes, cursing, shouting in the building, pushing, tripping, whistling, and theft.[1]

Other valuable means of making school facts understandable include appropriate and interesting graphs, tables, and pictures. Therein lies the chief difference between the better class superintendent's report of today and the report of a few years ago. The report of a few years ago was largely heavy, distinctly professional writing, unbroken by graphical or pictorial representation of issues or experiment or improvement. It was meant for the school board and was not always understandable or interesting to them. Today the annual report is recognized as one of the best means for bringing the schools as a whole vividly and clearly before the public. School men have learned the newspaper adage that a cut is worth a thousand words, and they have learned that they can appeal to understanding more quickly and completely with an attractive graph than with two or three paragraphs.

Not only should published matter be understandable by everyone, but demonstrations, exhibits, programs—in short all activities that may be used for interpreting the schools should clearly reveal their significance. Too often exhibits in windows or at fairs and demonstrations are presented with no more than a card bearing such a legend as "Manual Work of 9A Boys" or the brief announcement by principal or coach that "the girls' gym classes will now present their

[1] Chicago *Daily News*, Nov. 30, 1936.

annual demonstration of dances, tumbling acts, and figures." "Open house" or visiting days frequently suffer the same want of coherent explanation. In general, contrary to the wishful thinking of principal or superintendent, parents and others do not make the necessary conclusions about purposes and relationships of what they see in almost bewildering profusion, when they "go to school" for a night or an afternoon. Understanding could be cultivated by carefully written preparatory news articles, letters of invitation, charts and graphs and explanations in corridors and on doors, and by detailed training of all who act as guides and interpreters.

Interpretation Should Be Dignified but Aggressive.

Perhaps as important as anything to remember in relations with the public is that the public schools must be respected as well as understood. That respect will not long endure if school heads in their unhappy zeal to sell their school issues to the public resort to undignified methods. Politics may lose dignity in the heat of a campaign, mud may be flung, rumors circulated, false claims made, ballyhoo engineered on street corners and in public places—and people forgive it (or at least expect it in America) and go their way to select the right candidate or the right side of an issue as best they can. There is the crux: people expect such tactics in politics, even to a large extent in some forms of business, but in church and in school they look for stability and dignity. When school men are swept by emotion over a cause into noisy warfare with community groups or individuals, they are jeopardizing the continued sympathy of their usual well-wishers.

Even when the heat of ardor or argument does not lead them into such tactics, they may feel justified in using other devices little less satisfactory in the long run. Paid advertisements in newspapers, for example, even when restrained, are not considered ethical. Public-school funds may be expended to explain the schools to the public, but not to

advertise; certainly not to advertise the administrators of a system. In somewhat the same doubtful category is placarding the town with demands to the public to do this or that. Whining before service clubs and civic organizations is practiced by a few school men who appear not to realize that begging for a public issue is illogical and marks their own incompetence. They have not learned that what the public wants is conviction, not entreaty. The public must feel that it is giving not to a group of school officers but to its own children and citizens; in fact, that it is not giving at all, but investing in its own future.

A consistent program of enlightenment, carried on aggressively, without apologies and without unseasoned demands, can and will win the vital moral and financial support of the community. It is one of the happy signs of the times that school men everywhere are coming to realize that they are in no sense beggars for a small local charity, but that they are entrusted with civilization's most important enterprise and as trustees must give a continuous and dignified account of its values, aims, progress, and needs.

Interpretation Should Reach Everyone in the Community.

No matter how skillfully devised otherwise a program of school interpretation may be, it cannot be sound and effective unless it reaches all the people in all strata of society. Calvin T. Ryan,[1] one of the best known students of educational interpretation, says of the public:

> The public is composed of a variety of persons, all holding different views, and at the same time resembling one another in their opinions rather more than differing from one another. It is not safe for the person in charge of school publicity to divide society into their very closely selected groups. There is always interlapping in so far as public opinion is concerned, and the schools should be of interest to all. In publicizing them, it is expedient to reach the businessmen as such, the professional men as such, the clubwomen as such, the mothers and fathers as such, the foreigners, the literate and the illiterate.

[1] CALVIN T. RYAN, Psychology in School Publicity, *American School Board Journal*, Vol. 86 (May, 1933), p. 27.

Two common errors, in point, mark the interpretation policies of the greater proportion of educators. The first is the assumption that if one reaches the parents he reaches the part of the community that counts, the part that will see that nothing reactionary happens through the public to school support or to school progress. The second is the assumption that as support must inevitably come from business, most of the efforts of school interpretation must have as their focus the wooing of favorable attitudes—if not understanding—on the part of the several organizations of businessmen.

Those who follow the former reasoning make pronounced use of the Parent-Teacher Association, Mothers' Clubs, and visiting days. They send home with pupils explanatory matter in parent contact bulletins and reports. They work through school newspapers, handbooks, and annuals. They encourage teachers to make home contacts and, while there, to urge the parents to visit school. They work through homerooms to teach general school aims and needs so that pupils may be better apostles of the school in their homes. In short, they neglect no legitimate means for arousing constant interest of parents in the school. And that is good—but not enough. True, parents will spread the word. Upon that premise school men base their labors, but they overlook the community of interests which parents have, which makes them spread the word not in general among nonparents but among other parents. Moreover, people are much quicker to talk about subjects mutually familiar and interesting than about matters with which they are not mutually conversant. So the understanding of and interest in the schools spreads but slowly beyond the circle of parents, who in most communities represent about half the taxpayers.

The other school of thought does not, of course, disregard completely the parents, but it makes no specific effort to educate them. Instead, superintendents and principals court opportunities to appear before service clubs, solicit

their cooperation in school ventures, circularize their memberships with bulletins and reports, attempt to make them feel a proprietary interest in the schools by providing space for window exhibits, speaking before school assemblies, or visiting their schools in groups.

Even if a school man should combine both theories of the supporting public, he would fail to reach adequately a large number of taxpayers and voters, potential malcontents. He must reach laboring men too young to have families, and retired farmers and merchants and professional men whose children are no longer in school. Much of the severest opposition to progress comes from such elements, largely because they lack the personal reasons for wanting better schools and because they have not been made to feel that they are an integral part of the school community, that they are confidants and friends of the schools.

Interpretation Should Use Every Facility at Hand.

Failure to use every facility available is not so much due to deliberate selection of a few devices as to ignorance of the interpretative possibilities inherent in the school system. The newspaper appeals to every educator as a possible agency, yet many fail to use it because it does not come to them, especially in smaller communities, and they do not know what to select or how to present the more fundamental facts and ideas of the public school. The Parent-Teacher Association is generally welcomed as a ready means for school interpretation, yet it too is frequently disparaged by school men and sometimes feared as an interloper in school administration and policy. Thus it is with many other interpretative agencies.

Should one ask the average school head what means he is using deliberately to tell the community about his schools, one would not often hear of more than a half-dozen obvious agencies. The newspaper he would likely include, though not at all satisfied with its responsiveness. He might mention also the annual report (distributed to a few

representative citizens), commencement exercises (especially his ten-minute preface to handing out the diplomas), school assemblies and programs (though he is not certain that these are valuable), the Parent-Teacher Association ("if you don't let it get out of hand"), and his (and the principal's) addresses before community groups.

Others, in response to the same query, might profess to use with some success the high-school newspaper and an annual exhibition of the manual work of the school. Still others might have generated enthusiasms over the use of the school as a community center. An able superintendent of the writer's acquaintance waxed eloquent on the good will achieved in his school through an annual open house. It was well planned and it did reveal very much of the real essence of the school to patrons. He had reason to be proud of his skillfully wrought annual presentation. It soon appeared, however, that the whole of his enthusiasm for interpretation had been spent on that. What other community relations were established were largely accidental. He had never thought of utilizing deliberately all publications of the school, of working out a plan of teacher-home contacts, of educating the community through a "Know the School" movement among teachers and pupils, not even of the possibility of a survey of all possible interpretative devices. He had happened on his "open house" adventure and with pride in his exploit had rested there.

How many educators have combed their schools and the community for means of telling the public? It is not a difficult venture. Has the chief deterrent been administrative sloth? Or has it been too much satisfaction in a few rather spectacular devices? Only school officers themselves can provide the answer. Certainly it is true that the long-time, concerted program must, if it is to reach into every corner of the community, employ every agency that can be commanded. Each agency should be explored for its strength and weakness. Even devices which have

not proved satisfactory in one place may with proper handling be extremely useful in another. If every school man, intent on giving his public all the organized and interpreted information it deserves and needs, will start with the conviction that he is not using all available facilities, it will not be long until he has developed a many-faceted communion with the public. It is the purpose of subsequent chapters of this book to guide him in developing that communion.

A Program of Interpretation.

Even a complete and well-reasoned philosophy of interpretation will not guarantee successful public relations. What follows naturally is the planning of a program and the organization of school forces to put it into effect and to keep it in operation year after year. That is not easy. It is, in fact, the most difficult part of public-school interpretation. If, however, a superintendent or director of public relations will set to work systematically to list the values of education, the aims of the public schools, the matters in which progress has been made, and the needs of the school system, he will have an excellent start. Further, if he studies the school year to learn what is timely each week and each month, what can be told with most effectiveness in December and what in March about the program of education, he will have made another advance. If then he draws up a calendar of administrative activities, of child-accounting procedures, of measurement of instruction, he will have gone far toward conceiving his program.

Utilization of suggestions sent out from time to time by state associations and the National Education Association, which are now thoroughly aroused to the need of such programs, will further aid the school man in completing his plans. Actual calendars of interpretation have been published, with suggestions for agencies to be used.[1] The

[1] A Calendar of Interpretation, *Journal of the National Education Association*, Vol. 19 (October, 1930), p. 208.

school man is warned against the too literal following of such a calendar. No matter how skillfully fashioned it may be, it cannot foresee the problems particular to each community. It cannot fit the pattern of the general and still fit the individual. Only by selecting what is most appropriate in it and fitting it in with the essential framework of his own school can the superintendent use it with wisdom.

With the program planned, the administrator must turn his attention to devising machinery to make it function smoothly and efficiently. A discussion of issues involved in such organizations and of the agencies through which the program will operate will be the concern of the next chapter.

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CHAPTER III

PRACTICE OF INTERPRETATION

Organization for Interpretation.

Once a program of school interpretation is outlined the responsible administrator must draw up a plan of operation. This must include a fairly definite organization and provision for continuous functioning. It must not be hastily thrown together; nor should it impose additional chores upon those in key positions. To serve satisfactorily they must be relieved of a proportionate share of regular school duties. Each person in the organization must understand thoroughly the purpose of the program and must appreciate his importance in it. The machinery for interpretation must embrace every member of the school society from officers of the Board of Education and the superintendent to pupils, but the actual direction of interpretative activities will be in the hands of a relatively small group.

The nature and extent of the organization will depend upon the size of the school system and the resources available. There can, therefore, be no standard plan. In every case, however, there shall be a department of interpretation (or in extremely small schools a committee on interpretation) headed by one man who has had some preparation for such work. In the larger school systems this should be his sole job, and around him a well-trained organization should be fashioned. He should be given the responsibility of carrying the program through.

Only disappointing results can come from the haphazard appointing of an English or journalism teacher from each high school to try to whip into newspaper shape a few stories emanating from the principal's office or from the superintendent's arranging for a radio program now and

then to tell about the schools. The conception of interpretation upon which this book is based, and which the author holds to be necessary if the public schools are to come into their full heritage of community understanding and support, demands system, and system demands machinery with centered control, designed to function smoothly and continuously.

In the larger school systems of the country a full-time Director of School Interpretation will be necessary. Again no definite size of community can be stipulated, but probably any city of 75,000 or more population can afford such an officer in the school system. When thought expedient the office could likely be combined with the directorship of educational research. The alliance is close and logical. Moehlman suggests a full-time director for cities of 50,000 or more population.[1] Much of the more advanced work in school interpretation has come from cities where organizations for interpretation have existed under full-time directors. The pioneering of such cities as Cleveland, Denver, and Oakland is familiar to all students of public relations. Yet as late as 1927 only three of 48 cities reporting in a study by Garland employed a publicity expert. More than a third of them reported no publicity organization of any kind.[2] However, stimulated by the unhappy effects of the depression, superintendents in growing numbers have sought capable directors for such organizations for interpretation. It is one of the hopeful signs of modern education.

In cities not able to afford a full-time Director of Public-school Interpretation the program can be headed by an assistant superintendent. If such is the case, the assistant superintendent should be employed with such service in mind, and other duties that might otherwise be assigned

[1] A. B. MOEHLMAN, *Public School Relations*, p. 68, Rand, McNally & Company, 1927.

[2] R. E. GARLAND, Giving Publicity to the City Schools, *School and Society*, Vol. 26 (August, 1927), pp. 277–280.

to him should be proportionally limited. Perhaps the best known small city plan is that of Hamtramck, Mich., where the need of a definitely planned public-relations

ORGANIZATION OF THE INFORMATIONAL SERVICE ACTIVITY OF HAMTRAMCK, MICHIGAN AS OUTLINED IN THE HAMTRAMCK PUBLIC SCHOOL CODE

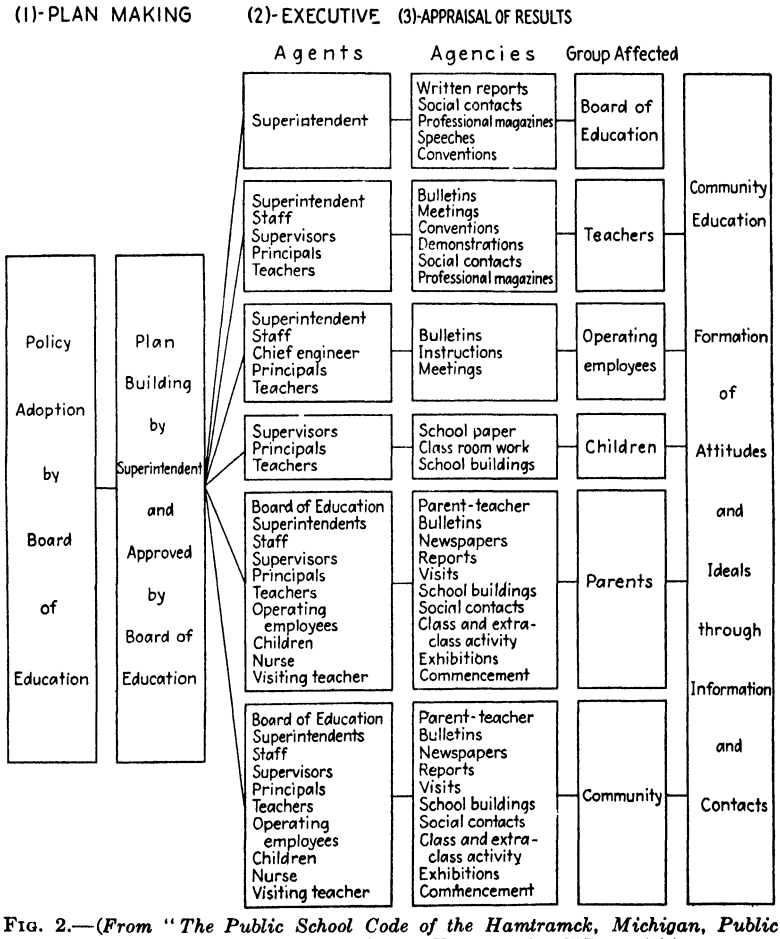


FIG. 2.—(*From "The Public School Code of the Hamtramck, Michigan, Public Schools," Research Series. No. 2, Hamtramck*, 1927, *p.* 270.)

program is recognized and provided for in the school code. A chart showing the organization of the informational service activity of the Hamtramck schools appears above.

The fact that the program is headed by the assistant superintendent does not appear on the chart. It will be seen that the machinery includes among the agents everyone connected with the public schools and among the groups affected many who also act as agents. That, as has been suggested, is necessary in any thoughtfully planned program.

In still smaller cities the direction of the interpretation program will probably fall to the superintendent. In a few cases he may find a supervisor or teacher with qualifications for directing the work and will reduce the regular load accordingly. In general, however, such a plan will not be very satisfactory. In most of such cases the superintendent will have to continue in intimate connection with the organization. The program and its machinery will not, however, be essentially different from that of the large city. Not so many agencies will be available, publications may have to be mimeographed instead of printed, less time may be spared for interpretation work, but the function of each cog in the machine will be essentially the same. There will, of course, be no great amount of clerical assistance available, and if there is but one school in the system there will be only one committee.

In consolidated rural schools the headship of the program may pass to the principal. Though his organization will involve relatively few members, their functions will not be materially different from those of a large system. Teachers, janitors, pupils will still be as in the largest cities the heart of the organization and from their numbers he must choose his committee or advisory group and his special participants.

There is no reason why a village or a rural consolidated school cannot have as good a program of interpretation as the largest city. Indeed the relatively greater importance of the school in a small community assures a better basis for an effective program than do the scattered interests of a large city. Much less has been done, and probably much

less will be done in the small communities toward setting up and keeping in operation programs of interpretation. The fault lies not in the nature of the smaller schools but in the administrators, who are not educated to the need for a long-time program or to the means for putting a program into successful operation. Such education, detailed and commanding, must come as a part of their college preparation for public-school service.

Qualities of the Interpreter.

Whatever the rank or title of the man who directs the program of public-school interpretation, he must possess certain qualifications. The best conceived programs may result in nothing or even prejudice public understanding if put in the charge of someone grossly unqualified by education, experience, or personality for such service.

The ideally prepared man (for convenience he will hereafter be called the Director of Interpretation), of course, will not be available for every community, if indeed, for many. That knowledge should not, however, keep school men from attempting to find such an interpreter as the one described by J. E. Morgan.

The qualifications of the specialist in educational interpretation are four. First and foremost he must understand human nature in all its various phases. He must know people of every condition and class and kind, their habits of thought and manners of speech, the sources of their ideas, and experiences in their lives to which appeals can be made, the devices which change their ways of thinking and acting. This understanding of human nature requires an ease of address and those elements of sociability which enable the worker to approach people on every social and economic level.

Second, the educational interpreter must know the schools. He must appreciate their purposes, problems, and achievements. He must be familiar with the control of the schools and the relationship of the legislative and executive functions. He must be familiar with school organization and the qualifications and duties of all who fill places in it, from the janitor-engineer, to the administrator himself. He must be able to interpret the devices and technics of teaching, the equipment of the schools, the established courses of study, and especially the vitalizing

pioneer movements by which schools are seeking to adapt themselves to the new world.

Third, the educational interpreter must understand the channels through which interpretation is carried on and the arts which are used therein. If he is to interpret through the spoken word he must understand how to make speech most effective for the hearer. If he is to deal in charts he must understand the arts of display and illustration. If he is to deal in motion pictures, he must understand factors that enter into the production, distribution, and showing of films. If he is to deal in radio, he must know radio audiences and the habits and practices of radio as it is organized at the moment. If he is to deal in print, he must understand the resources of the printing art. If he is to use press associations, newspapers, and magazines, he must understand the point of view of the workers who edit and distribute the day's news. He must have a sense of news and feature values and be able to present the ideals and activities of the schools in a form that editors will value and appreciate. . . .

Fourth and most important of all, the educational interpreter must know civilization itself. He must have a vision of the part which education has played and might play in the creation of a better world. Only by wide and constant reading can this vision be achieved. This reading will be of two kinds. First, it must be broad even at the expense of being superficial. Second, it must be intensive. There will be a few great books which will constitute for the interpreter a veritable bible to which he will turn again and again until the ideas which they contain will be built into the very fabric of his thinking. As a contribution toward such a list of books I wish to suggest the following:

1. H. G. Well's *Outline of History*
2. Charles A. Beard's *Whither Mankind?*
3. Dewey's *Democracy and Education*
4. L. P. Jack's *Constructive Citizenship*
5. J. B. Bury's *A History of the Freedom of Thought*
6. Josiah Royce's *Philosophy of Loyalty*
7. Cubberley's *History of Education*
8. Herbert Spencer's *Education*
9. The Life and Works of Horace Mann
10. Ross L. Finney's *A Sociological Philosophy of Education*
11. William Hawley Smith's *All of the Children of All the People*
12. Everett Dean Martin's *The Meaning of a Liberal Education*
13. Charles Norton Cooley's *Social Organization:* A Study of the Larger Mind
14. Charles Ellwood's *Man's Social Destiny*[1]

[1] *J. E. Morgan, The Need for Educational Interpretation, Journal of the National Education Association, Vol. 19 (February, 1930), pp. 37–38.*

The assumption is that not only should the director of interpretation be suited by temperament for public-relations activity, but he should also be generally and specifically prepared for it. If a part of that preparation is lacking when he assumes direction of the program, he should set to work by reading and study on the job and by attendance at a university in summer sessions to fill in the gaps in his training. He should be fairly at home in psychology, sociology, political science, and history. Besides the books suggested by Morgan, he should find very valuable, works relating more specifically to the composition of the public mind, such as Walter Lippmann's *Public Opinion* and Norman Angell's *The Public Mind.*[1]

He must, moreover, be a man of character, of sound judgment, and of good taste. He must resist temptation to use questionable methods; he must recognize distorted facts coming from his subordinates; he must turn his back on appeals from private or community interests for illegitimate favors; he must temper or delete personal publicity for members of the school system. He must, in short, be a bulwark against the natural perils to which the most wisely conceived of programs is subject.

Fashioning the Machinery.

Harmony is always vital in a school system. Public opinion, fickle at its best, is quick to note any lack of harmony among school officers and to be affected adversely. In the machinery of interpretation, involving, as it must, everyone in the school system from superintendent to scrub woman, harmony is deeply important. Lack of harmony more often than not results from ignorance of the larger aims of the schools and of the simplest rudiments of what is being done in other departments. One of the first moves toward putting into operation a program of school interpretation should be a "know your schools" movement.

[1] *M. A. Kopka, Public School Relations Program, Education, Vol. 53 (October, 1932), pp. 94–99.*

With this in view the director should begin interpretation through supervisors, principals, heads of departments, engineers, janitors, cafeteria managers, etc.

Groups should be formed in each department of school service for detailed study of that department and to gain fundamental knowledge of the others. Speakers with appropriate films or charts or other devices to make clear their explanations should go from group to group. Group feeling should be replaced as expeditiously as possible by a sense of cooperative effort for the whole school. The cooperative effort will be sensed and shared by the pupils. Until this harmony is achieved throughout the school system no program can be truly effective, for all ranks and all divisions of the school must contribute and interpret parts of the complete story of the school.

As has been suggested, no plan of organization will fit every school. This much, however, can be said with some definiteness. In cities with more than one school there should be a committee from each school to work with a central group under the director. The central group, to be sure, may not exist at all in smaller communities. Where it does exist the central committee will vary in composition with the size of the city. The group should be advisory rather than representative of the several schools and legislative or executive. Valuable to such a group would be a thoroughly qualified principal, a teacher, and a non-professional employee with high qualifications for such service. Perhaps this group should include, also, a member of the school board. Whatever its membership the group will act with the director in preparing a program of interpretation to be submitted for the approval of the Board of Education.

After the program is approved the director with the advisory committee (if he has one) will work out in detail the machinery and techniques needed to carry through the program. One of the first steps, probably, will be to set up in each school a working committee (1) to gather

information from that school to forward to the director and (2) to assist in putting the program into operation through all the agencies of the school. These committees will be of untold value. The principal of the school in most cases will act as chairman. The committee should include at least one teacher, preferably one with some training in news writing. It is also considered good policy to have a pupil, very carefully selected, on the committee. He has information and viewpoints that are valuable. Thus, three would be the minimum number advisable. Any additional members might represent branches of the school service or be selected because of peculiar fitness. Within their schools, then, these committees will establish channels of news communication directly to the public and through the director to the public. What goes to the director or central committee will be there interpreted and released.

Committees alone, no matter how cunningly devised, cannot constitute the whole machinery of interpretation. All ranks of the school hierarchy are needed in active support of the program. Something of the function of each follows.

Board of Education. The board represents the people of the community. They must determine the interpretation policies as they have determined the general policies of the school. It is peculiarly fitting that they know more about the schools than other laymen of the community for in all matters of deep importance to the schools they must be the direct emissaries to the people. They must, therefore, have facts and present them, when occasion arises, free from personal prejudice or hint of personal ambition. Ambition in members of the board should be subordinated to the good of the schools. In all fundamental matters of school policy the Director of Interpretation should be able to speak through the board clearly and forcefully to the community. The voice of the board is the voice of the people. It is, or should be, the most dignified voice that reaches the public from the school.

Superintendent of Schools. As chief executive of the schools of a community, the superintendent is responsible to the Board of Education for all phases of the conduct of the schools. He must, therefore, be in constant touch with the Director of Interpretation. Interpretation is the proper function of the superintendent. When he is able to delegate it to a special officer, he does not thereby rid himself of the responsibility before the board. To the people and to their elected board he stands for the schools. With this point of view in mind the Director of Interpretation will often find in the superintendent the ideal spokesman. In occasional speeches, short radio talks, and in his relationships with the board he will be a main wheel in the machinery of interpretation. His relationships with service organizations and other community groups will help to develop appreciation for the schools.

Perhaps as valuable as any service he may render to the program of interpretation will be an active and inspirational leadership of the staff. If he is not enthusiastically behind the program, cooperation will be difficult for the director to get all the way down the line. If, on the other hand, the superintendent is himself an ever-active participant and makes clear to everyone in the system, to research experts, clerical force, administrators, teachers, and custodians, that he considers their support of the interpretation program as important as anything they do, the director's task will be considerably lightened.

The Principal. The principal is logically a key person in the development of a sound plan of school interpretation. He is the responsible administrative head of a school; he is the leader of a group of teachers. Much of the program must come directly under his attention. He and others of his staff will be involved not only in the interpretation of their own school but of the entire system. He will confer often with other principals and with the Director of Interpretation. Farley found that in 74 per cent of 160 secondary schools the principal is the chief agent of the

interpretation program of the school.[1] Upon him also the director must depend for the appointment of the best qualified persons within the school to serve on the local committee or to perform specific duties.

Important also to the program of interpretation are the individual contacts of the principal. In the course of each school day the principal meets many parents. Some of the relationships are not fortuitous. There are rigorous demands on tact, on the principal's ability to interpret at first hand under exacting conditions the policies and practices of the schools. Much of the success of the program depends upon the principal's ability to adjust difficulties and inculcate points of view. Thomas has suggested that parents should be encouraged to confer with principals and that principals, like teachers, should visit homes to get acquainted with parents.[2] The principal must also be the leader and responsible agent in making the school the center of community life.

Upon the principal must fall responsibility for adjusting teaching loads and other duties to permit members of his staff to give part of their time to the work of interpretation. In other ways the principal must take cognizance of such work and encourage it. He is, as a matter of fact, as important in the inspirational aspects of interpretation as the superintendent. Upon the quality of his leadership the success of the program in his school, and to some extent throughout the system, will depend.

Teachers. If the principal occupies the key position in the interpretation program, the teacher is at the very heart of it. Under the incidental type of publicity almost all the parents know of the school is what Johnny says his teacher said or did. Of all the public-school servants teachers are nearest the pupils and consequently nearest

[1] BELMONT FARLEY, *School Publicity*, p. 27, Stanford University Press, 1934.

[2] J. S. THOMAS, "Principal's Plans for Public Relations," *Education*, Vol. 53 (October, 1932), pp. 69–73.

the parents. They are first to sense public disapproval and to learn specific criticisms. If they are enthusiastic about the interpretation program and approve its aims and methods, they are potent instruments for the most direct and effective of all interpretation. Their sphere of influence is often broader than is realized. The whole community knows a good teacher or a bad one, a happy one or a sour one.

Because they are so important by their very position in the interpretation program, teachers must be the first subjects of interpretation. They must have all the facts. Teachers' meetings, bulletins or house organs, and conferences with principals or other interpretation officers may furnish data. They should know all phases of the school. They should understand their responsibility in maintaining public confidence and should assume a constructive attitude toward the school. Knowledge of these aims and accord with them will result in a high teaching morale. It builds confidence in the administration and harmony of effort. The issue is a good school, a school in which pupils are busy and happy. Such a school is the best interpreter.

Teachers often have a more tangible part to play in the program. One or more teacher on each school staff will serve on the interpretation committee for the school. Regularly, or from time to time, others will direct interpretative agencies such as school papers, exhibits, or programs. Others may be called upon to speak before community organizations; still others, to prepare charts, posters, or exhibits. They will work with the advice of their local interpretation committee and sometimes with the advice of the director himself. For example, the director will likely find it useful to call together occasionally all advisers of school publications to talk with them on the best ways of utilizing their publications for the interpretation of their several schools and of the whole school program. Harmony of understanding and unity of effort

could be obtained in a similar way for other interpretative activities.

The machinery of interpretation must also stimulate teachers to report their experiments and other researches to the responsible persons. If a teacher is planning an adaptation of socialized recitation, a unit on the early history of the community, or a field trip to the rubber company in the next city her plans should be known to the local interpretation committee. The attitude of cooperation, of unflagging zeal for telling the complete story of the schools, can be built up only through the enthusiasm of interpretation leaders and school officers. If teachers feel that their efforts are appreciated and otherwise fruitful, they will respond with even more willingness thereafter.

Nonprofessional Employees. In any plan of complete school interpretation, nonprofessional employees cannot be overlooked. They are the custodians of the plant. Its smoothness of operation and physical attractiveness depend upon them. If they are appointed with care and made to feel pride not only in their little niche but in the whole school system, they will be good interpreters. They may—at least some of them—play a conscious part in the machinery of interpretation. Facts on community utilization of the school plant, interesting data and comparisons on heating or lighting may come from the school engineer. The cafeteria manager could give out behind-the-scenes information that would be at once highly diverting and revealing to school patrons. So throughout the custodian service are experts who can speak through the appropriate agencies of highly important branches of the public-school structure.

Pupils. Whether school officials wish it or not pupils will be a part of the machinery of interpretation. They will be editors of school papers, presidents of the dramatic clubs, chairmen of forums; they will help plan exhibits and programs and field days. As intimately as the teachers themselves they will be associated with the agencies of

interpretation. For that reason it was suggested earlier in this chapter that a pupil (perhaps more than one) serve on the interpretation committee of each school. When interpretation is looked upon as one of the chief responsibilities of the public school there should be no murmurs of impropriety, as there have been, with reason, when pupils were made to share in high-pressure publicity campaigns, as often as not to publicize administrators. The full part of the pupil and his activities in the program of interpretation will be the subject of a later chapter.

Appraisal and Reshaping of Program.

As important as proper utilization of all possible agents is provision for appraisal and reshaping of the program. As yet no satisfactory, scientific procedures have been set up for evaluating such a service. This should not deter the Director of Interpretation from devising such measures as are possible for judging public reaction to his program. A specifically planned method for such appraisal is recommended. Judging, as too many school men have done, simply by the measure of financial support accorded by the community is not adequate. With the appraisal will come making of minor changes in the program from time to time. Conception of the plan as plastic rather than static will add to its total effectiveness.

With the passage of time the director will probably consider it wise to expand rather than to contract the program. As the public gains more knowledge of the schools it will develop more interest which in turn will seek more knowledge. It is an inevitable cycle. Of importance also to the director's plans are such observations as the following by Moffitt:

> Formerly, the interpreter of the school felt that if he could gain a tiny portion of the public's time to offer information on the work of the school he was extremely lucky. It was estimated that four per cent of the total hours of the day might be used by the average man to keep informed of the world in which he lived; a world of work and wages and

transportation and utilities and health and sport and politics and the thousand and one interesting things which clamored for his attention.

Today, that limit of time has been increased. Because of economic and sociological changes through which the nation is struggling, more adult time has been set free for study and thought. Man is examining, as never before, the implications of the institutions he has set up for his own advancement. The church, the school, and the home are being criticized and evaluated as never before. There is an interested searching of programs and objectives. The general public admits its ignorance of the program of the public school, but, in the main, it is entirely friendly and anxious to learn.[1]

Agencies for Interpretation.

When the Director of Interpretation has completed his formal organization and assisted school officers, teachers, and custodians to an understanding of the program and their places in it, he must consider in scrupulous detail the means through which the public may be reached. Those means will be enumerated and briefly examined here. Subsequent chapters will be concerned with detailed exposition of each agency and its possibilities in the program of interpretation.

The Public Press. Commonly found to be the most obvious as it is the most powerful of agencies for communicating information to a whole community is the newspaper. It shares with the church and the school the privilege of educating the citizens. School men in general have neglected its possibilities. Editors like school news and know that their readers like it. They do not consider that they are being charitable in printing such news, but they do regret the dearth of clear, interesting facts from authentic school sources.

A few newspapers of the country have been enabled by directors of interpretation or by others interested in telling the public about the schools to carry well-varied and informative news articles about the schools. In general, how-

[1] F. J. MOFFITT, Interpreting the Industrial Arts, *Industrial Arts and Vocational Education*, Vol. 23 (March, 1934), p. 119.

ever, such school news as has appeared in the public press has been neither varied nor what the public wanted or needed most to know. Unaided by the machinery of a good interpretation program newspapers have had consistently to resort to accounts of sport events, plays, musical programs, contests, commencement exercises, etc.

The initiative rests with the school in the proper use of the newspapers. Editors will print news of the schools. If it is to be a full, fair representation of the public schools, it must be carefully gathered, organized, and interpreted for reporters, or actually written by school people with newspaper training. The fewer the workers on the newspaper the more essential it becomes that someone in the school be able to write in approved newspaper style. Editors of small newspapers cannot themselves visit the school, nor will they have the time or viewpoints to organize and interpret correctly the facts that are given them.

School Publications. While the public press is perhaps the most obvious printed link with the public, the several publications of the schools afford means of interpretation. The number of such publications and to some extent the nature will depend upon the size of the school system.

One of the most valuable of such publications is the school newspaper. It should not be beyond the means of even the smallest schools, particularly the high schools. If the cost of printing proves prohibitive, schools may well resort to mimeographing or similar means. Such papers are read in the homes as well as at school and often furnish the most important source of information that parents have of what their children are doing. If the contents of the newspaper are such as to give a complete picture of school life and its objectives, the parents and through them others are helped materially to the understandings sought by the director. The very fact that it is written by the pupils gives it added significance in public estimation. This ideal, of course, supposes thorough understand-

ing of the interpretative program of the school on the part of the publication adviser and the editor.

Other school publications that will be found useful in school interpretation to pupils and patrons are handbooks, annuals, magazines, and programs. The first of these is finding increasing recognition as a means of explaining not only the customary rules and regulations of the school and of pupil activities but also for teaching traditions, aims, and values. Though smaller schools cannot have the attractive, detailed books of the city high schools, nor even printed manuals, few schools will be unable to afford something in the nature of an annual guide to students. This guide, however humble, can serve admirably to bring together some of the significant values of education and specific aims of the individual school.

The annual can be used much more effectively than it has been used for interpreting and dramatizing the activities of the pupils. If the adviser and editor are aware of opportunities and methods, they can make important educational aims vivid while representing pictorially and narratively the story of the school year. Yearbooks in general have been too much the work of commercial publishing houses and have been only accidentally useful in learning or in sound interpretation.

Programs for plays, concerts, stunt nights, contests, etc., have only rarely been used as interpretative devices. Usually they contain only essential information about the entertainment to be given. Frequently they are paid for by advertisements of local business concerns. As will be seen in a later discussion, they can be the means for educating audiences to many of the facts of the public schools, and at little or no additional expense.

In any program of interpretation operating in cities with several schools, teachers' publications will be useful. Their chief purpose is to educate the teachers who in turn may educate pupils in the facts and meanings of the schools. Popular among such publications is the house organ.

Though found chiefly in cities of 100,000 or more population, the house organ in simpler form and composition could be issued in much smaller communities.

Occasional leaflets, bulletins, or mimeographed circulars might be used in schools of all sizes and within the several units of the system. They will unify effort and strengthen morale. Unpretentious though they may be, they can convey many facts economically and effectually to all departments of the school and outward to the homes.

Besides pupil and teacher publications, a number of publications will issue from the office of the superintendent or from the Board of Education. Chief among these are the annual report and the budget. Both may be almost totally ineffective if unanimated by interest-challenging presentation of facts, explanatory pictures, and graphic comparisons. On the other hand, they may be (and in many places have already become) powerful instruments in explaining to school boards, teachers, and citizens the nature of the school. Records of school-board meetings when written with understanding of their full educational significance and some skill in journalism may go far toward winning the attention of citizens to other parts of the interpretation program. Open letters to citizens and messages to parents are also among devices found useful.

Teacher Relations. Already mention has been made of the importance of the teacher in a program of interpretation. In addition to being an active agent in the organization for interpretation the teacher is a responsive instrument through which the school story must flow. This is true in all teacher relations, which, for convenience, may be classified as relations with pupils, relations with parents, and relations with other citizens.

The first of these relationships, the teacher-pupil, is perhaps the most important in the whole plan of education. Day by day, intentionally or unintentionally, the teacher is creating impressions of the school, is using or letting slip opportunities to clarify aims and functions, to give reasons

for activities, to encourage pupils to learn more of the school structure. If all the teachers of a community feel that they have a vital part in the interpretation program and are advised and consulted from time to time, their active influence in pupil understanding of and feeling toward the school will be much more pointed.

Teacher-parent relations have been lamentably neglected. That is a truism of educational administration. And it is not likely that they will improve rapidly. Teachers have been too content to remain in the school building and in school circles. But no program of interpretation can be very successful until teachers go out of their way to get acquainted with parents and to familiarize them with the school environment of their children. Not all the contacts need be in the home. They may be through school visitation, the Parent-Teacher Association, or community service. However they are brought about, they should be continuous, friendly, and instructive. Parents are almost certain to be ready listeners and eager questioners.

Upon the judgment of the teacher in his relations with the community in general will depend much of the success of the school and its program of interpretation. If the teacher is too much of a "joiner" or keeps too much aloof, he cannot be of full value as an interpreter. If, on the other hand, he moves among citizens with modesty but with dignity and assurance, shares with them major community problems and tasks, and forces them to see in him the power of education, he will be a good interpreter for the schools. It is fairly certain that he will be called upon frequently to enlarge public knowledge of the schools.

Finally, whether he wills it or not, the teacher is an interpreter for the schools even when he supposes himself to be unobserved. His habits, his speech, his clothes, his friends, his beliefs—all are seen through the glass of the public schools. If he comprehends the influence his daily life has upon pupils and citizens, he will attempt to make of himself a symbol of a good school.

Pupil Activities. Even closer than teachers to the sympathies of the community are the pupils. They *are* the community in a very real sense. Their interests, their beliefs, their dislikes, and their likes are reflected by their parents and by their relatives in widening circles. For that reason, if for no other, the activities of the pupil in and out of school are of tremendous importance in the interpretation program.

Within the school the pupil engages in curricular and extracurricular activities. Both are excellent agencies for interpreting, not only a particular activity engaged in, but allied activities, their aims, and their relation to the educational program. Curricular activities might be taken to embrace all activities for which credit toward graduation is given. The growing tendency, and one that requires constant explanation to pupils and parents, is to absorb into the curriculum most of what were formerly extracurricular activities.

It is, therefore, difficult to treat the two types of activities as definitely separate. Both should be educational; both should embody and translate into understandable terms the aims of education. Much of the effectiveness of the interpretation of class work will depend upon the progressiveness of teaching and curriculum making in the schools. If methods based on the best recently established principles of learning and child psychology are used and if the curriculum is based on definite, sound objectives and not on tradition, pupils will be spontaneously interested and willing interpreters. Even then interrelations of courses and larger values will have to be taught them as a part of the complete educational interpretation.

Activities that are usually conducted without credit, such as athletics, declamation contests, plays, operettas, student government, and character and hobby clubs are and should be seen as an integral part of the complete plan of education. As was pointed out in the first chapter, much of the current misunderstanding arises from carelessly

directed extracurricular activities. If such activities are allowed to mushroom without regard to the educational aims of the school; if the education they foster is not so sound and so carefully supervised as the rest of the school program, they will be particularly destructive to public understanding and sympathy, because they are the most accessible, most advertised, and usually most exciting—therefore best known—of school activities.

Exhibits, Demonstration, Etc. Allied to such activities are the exhibits, demonstrations, parades, etc., planned and prepared by teacher and pupil. All members of the school community may be engaged in such enterprises. It is a rich field for experimentation and appraisal of results. The literature is already fairly voluminous. A few departments of the school lend themselves most readily to exhibits. Home economics and industrial arts, for example, may furnish excellent exhibits for downtown show windows, county fairs, etc.

Demonstrations of interesting types of curricular or extracurricular activity have been practiced with pleasing results. Elaboration of the idea to include the work of the entire school is spreading rapidly as a fruitful means of dramatizing the work of the school. School nights, visiting days, open house are some of the names given the greatly varying plans, all of which have sound interpretation philosophy. A few are elaborately planned and executed. When they have been preceded and accompanied by detailed and interestingly presented explanation they are much more valuable.

To this general class of interpretative activity belong posters, lapel tags, postcards, bookmarks, symbols, etc.; portable exhibits, including graphs, movies, slides, etc., to be lent to speakers for talks on school life and service; parades, including assisting with community band concerts and celebrations.

Under the general head in a later chapter will be discussed school buildings and grounds as means of winning public

approval for the work of the schools. That, of course, implies the need for attractively planned and well cared-for grounds. Yet the community must feel the distinctly educational function of the school grounds. They must, in short, be school grounds in nature and not hospital grounds or exotic residential vistas. California has been something of a leader in recognizing the educational value of spacious and comfortable school grounds.

Buildings are inevitable advertisers of the efficiency or inefficiency of school heads and employees. Citizens are loath to take the blame for run-down school buildings. If they have any basis for doing it, they will lay the blame on school officers and the teachers. It is important, therefore, that while the buildings are kept clean and repairs are neatly and promptly made, in so far as is possible with the funds provided, the public should be made to see fire hazards, needs for major changes of repairs, or the sadly overcrowded conditions of the buildings. On the other hand buildings that are constructed after the latest approved school-building standards, equipped with unflagging attention to scientific standards, and maintained with constant supervision, are certain to be proudly acknowledged by the community and to stimulate a desire to know more about what goes on in them.

Community Agencies. Chief among the community agencies for interpretation of the school is the Parent-Teacher Association. Its inception and tremendous growth are a matter of a single generation. So generally is it acknowledged as a powerful influence for progressive schools and adequate school support that it is little short of incomprehensible that educators should continue to neglect it and even to discourage the founding of local units. The very purpose of its existence makes it an invaluable aid in the establishment of community sympathy and understanding. Sometimes consummate tact is required of teachers in meeting officious or opinionated parents. Other difficult situations may arise, but frankness and

sincerity of school people will not often fail to bring accord and to win support of a sound educational program.

Mothers' clubs and school study groups are playing an increasing part in community-school relations. The writer has personally observed over a period of several years a mothers' club that has not only sought to learn everything that related to their children's school environment and activities but has also raised money for school accessories.

Though not so actively interested in the schools as the aforementioned groups, the service clubs, such as the Rotarians, Kiwanis, and Lions, and the professional groups and women's organizations may become excellent links in a chain of school interpretation. They are always looking for live public issues to sponsor and give ample opportunity to speakers who represent public institutions. In fact, many of their members, if they are given charts, diagrams, slides, etc., with a readily interpreted and easily presented message, will carry vital parts of the school message to other groups.

Churches and church affiliations should not be neglected as agencies. They, too, are occupied with the education of youth and are in sympathy with the schools. So are the character organizations such as the Boy Scouts, Girl Scouts, and Campfire Girls. Of distinct value in the dissemination of school information in rural communities are the 4-H clubs.

Outside Educational Agencies. Not until recently have state and national educational associations given much attention to educational interpretation. Of late the National Education Association has been active in preparing suggestive programs, circulating among members leaflets that explain the schools or show values of education, and generally urging schools to undertake continuous interpretation. American Education Week has been made the occasion for much intensive work in public relations. In short, schools wishing to enter the program will find the National Education Association willing and

prepared to help with suggestions, pamphlets, and bibliographies.

The American Federation of Teachers and state federations can also be of assistance in explaining the schools and winning support for them. Alliance with organized labor has made it possible for them to gain more sympathetic ears among the laboring classes. The Director of Interpretation will find them willing to contribute significant findings relative to teachers.

Libraries may also be utilized in spreading important information about the public schools. School facts in convenient form may be accessible there. Close cooperation should always exist between school and community libraries. With such cooperation the community library may be almost as important in the program as the school library.

Radio, Movies, Speeches. Though mentioned last, this group of agencies is by no means the least important. Radio is rapidly becoming one of the most popular of all means for reaching quickly into the entire community. Its utilization will probably continue to be greater for education in general than for the local schools, but there have been notable instances of effective local use.

Of growing importance also is the use of moving pictures, particularly the amateur type taken with 8 mm. or 16 mm. cameras. Films of school scenes can be made and exhibited before all manner of public gatherings. Such cameras are not too expensive for even the smaller schools and the films would cost much less than is expended for many other kinds of legitimate publicity.

Speeches, of course, are always recognized as a necessary part of an interpretation program. The vital point is that not only the superintendent and principals, but school-board members, supervisors, teachers, engineers—even sympathetic and able laymen—be prepared to speak on some phase of the public school. To enlist such widespread preparation and willingness to talk on school matters is an important part of the director's work.

Forms and Records.

Essential to the successful operation of a program of school interpretation are forms and records. They provide a check on what has been done and a basis for future effort. Moreover, they can play a very important part in the day-by-day service of interpretation. Few schools, as yet, appear to have adopted forms of any kind to facilitate the work of those engaged in school interpretation. For that matter, definitely planned programs are rare.

A few forms and a few records may be very valuable. In no case, however, should a form be adopted unless there is a clear-cut need for it and unless those concerned can and will give it adequate attention. A form that appears to the writer to be at once necessary and simple enough to insure cooperation is a blank for reporting activities. The blanks should be circulated throughout the school system and members of the staff should be urged to submit the requested information on activities of all types. Such information would include nature of the activity, sponsor, date and time, place, purpose, persons in charge, and general information of interest to the public (see Fig. 3). Such reports should be forwarded to the appropriate office or committee far enough in advance of a scheduled activity to permit proper publicity.

A corollary form might be used for reporting results of activities. The results of the activity might be educational, financial, physical, or spiritual. It is conceivable that some public reaction to an interpretative activity could be noted and reported. Interpretation should not always be shooting in the dark. Gains in good will or community support of an enterprise can often be remarked and reported to the Director of Interpretation. Moreover, many activities, especially those of the curriculum, need reporting while they are happening and afterward more than they need advance publicity. Results of educational research, of experiments in teaching, and of health activities should be reported regularly.

A form for reporting school news for publication is also useful. The form should carry the date of release, the name of the person releasing the news, the phone number

PRESS AND RADIO NOTICE

Activity Report

Send to PUBLICITY COMMITTEE, Room 409, Board of Education, at least ten days before event is scheduled to take place.

SCHOOL.....

NATURE OF ACTIVITY (Dance, Open House, etc.).....

.....

DATE ACTIVITY IS TO TAKE PLACE ; TIME:.....

SPONSORED BY (P.T.A., Student Club, Faculty, etc.):.....

.....

WHO WILL ATTEND (Parents, Parents and Students, etc.)

.....

PROCEEDS, IF ANY, TO BE USED FOR.....

STUDENT IN CHARGE.....

TEACHER RESPONSIBLE.....

INFORMATION REGARDING THIS EVENT WHICH MIGHT BE OF GENERAL INTEREST TO THE PUBLIC.....

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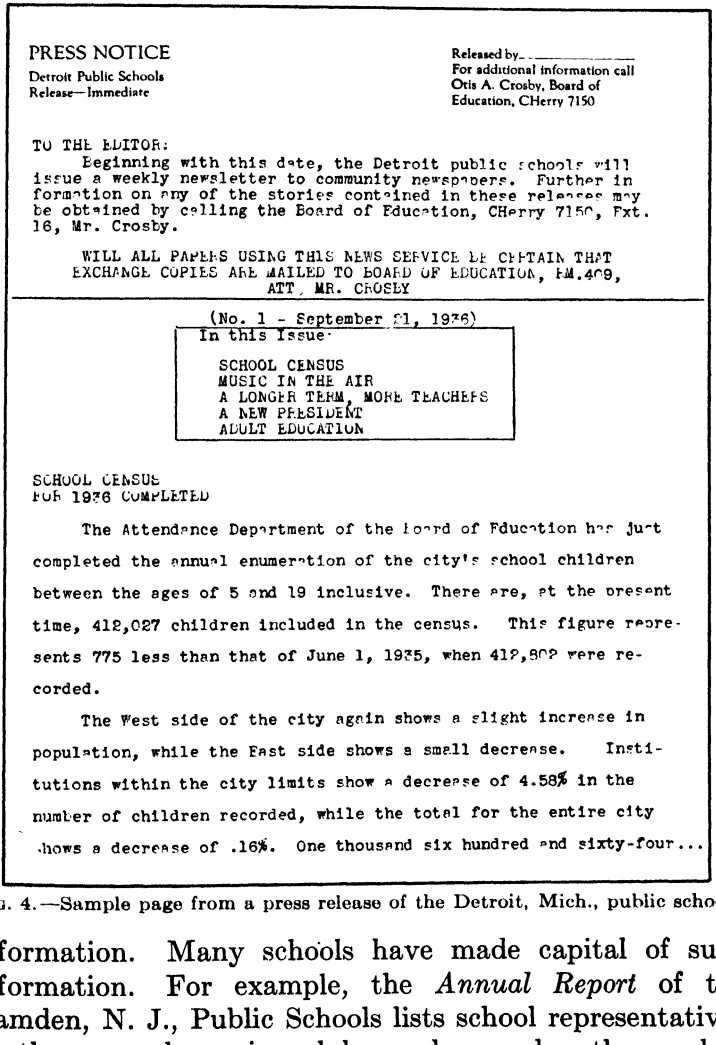
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FIG. 3.—Form used in Detroit, Mich., public schools.

of the office where further information may be obtained, and a request for copies of papers in which the stories appear. A sample press notice appears above.

Provision should also be made for teachers to report participation in community groups. The same blank

could be used for reporting home visitation and parent-teacher contacts in the school. Such a report sent once a month to the director would afford him excellent working



PRESS NOTICE
Detroit Public Schools
Release—Immediate

Released by_____
For additional information call
Otis A. Crosby, Board of
Education, CHerry 7150

TO THE EDITOR:

Beginning with this date, the Detroit public schools will issue a weekly newsletter to community newspapers. Further information on any of the stories contained in these releases may be obtained by calling the Board of Education, CHerry 7150, Ext. 16, Mr. Crosby.

WILL ALL PAPERS USING THIS NEWS SERVICE BE CERTAIN THAT EXCHANGE COPIES ARE MAILED TO BOARD OF EDUCATION, RM.409, ATT. MR. CROSBY

(No. 1 - September 21, 1936)

In this Issue:

SCHOOL CENSUS
MUSIC IN THE AIR
A LONGER TERM, MORE TEACHERS
A NEW PRESIDENT
ADULT EDUCATION

SCHOOL CENSUS
FOR 1936 COMPLETED

The Attendance Department of the Board of Education has just completed the annual enumeration of the city's school children between the ages of 5 and 19 inclusive. There are, at the present time, 412,027 children included in the census. This figure represents 775 less than that of June 1, 1935, when 412,802 were recorded.

The West side of the city again shows a slight increase in population, while the East side shows a small decrease. Institutions within the city limits show a decrease of 4.58% in the number of children recorded, while the total for the entire city shows a decrease of .16%. One thousand six hundred and sixty-four...

FIG. 4.—Sample page from a press release of the Detroit, Mich., public schools.

information. Many schools have made capital of such information. For example, the *Annual Report* of the Camden, N. J., Public Schools lists school representatives in the several service clubs and records other public relations.

Growing in popularity are forms for appraising interpretation activities. Among the most commonly found of

these are score sheets for evaluating publications of the school. School executives, in the main, will fit such forms to the particular objectives of their schools and their interpretation programs.

Of prime importance are cumulative records of interpretative activities. Without such a record it is difficult to see how the Director of Interpretation can mark the progress

SCHOOL INFORMATION SERVICE
PUBLIC PRESS

1936
JANUARY

Date	Newspaper	Subject	Space	Pictures	Comment
2	Globe	Musical Instruments	1/2	2	Display
2	Globe	Buildings	1/6	No	p.6
2	Dispatch	Buildings	1/6	No	Same story
3	Globe	P.T.A.	1/8	1	Three col'n. spread
4	Globe	Student Gov't.	1/2	2	Featured
6	Dispatch	New Curriculum	1	No	Lead, Sect. 2

FIG. 5.—Suggested form and typical entries for a record of school news published in the press. It should be used with a scrapbook or file of school stories and articles.

of his program. Such records will vary with the size and complexity of the school system. Large cities will probably find advisable some such form as appears on this page for school information appearing in school or public press. With it might be kept a scrapbook or file of clippings arranged by subject matter rather than by date of publication. The form will likely be most convenient if printed on a card of handy filing size. A similar form should be devised to preserve a continuous record of other interpretative activities, with a place for comment on each activity. At the end of the year the director should be able to give a detailed account of all that has been done toward the ful-

fillment of his program, toward the telling of the school story as vividly and as diversely as possible.

In conclusion it should be said that achievement of smooth coordination of all available agents and skillful and continuous utilization of all the means for reaching the public ear and eye must be the objectives of the Director of Interpretation if his program is to win and keep the public mind and heart.

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CHAPTER IV

THE NEWSPAPER AND THE PUBLIC SCHOOLS

The Newspaper and Public Opinion.

If all the newspapers in the country were to suspend publication for a week and all news-gathering agencies were to cease supplying news service to radio stations during the same period, communities everywhere would be torn by uncertainties and curiosity. Cities would live in the deepening shadows of rumors; and fear of epidemics, storms, fire, war, murders, and robbery would grip the populace. Resumption of newspaper service would find a populace eloquent in its relief and avid for authentic news. People would realize as never before how solid has become the grip of the newspaper on their lives, how dependent they are on its daily or twice daily appearance for peace of mind, and how necessary it is to their understanding of the flow of contemporary life.

Though Americans will heap maledictions on their newspapers (and rare is the paper that does not hear more censure than praise) they depend upon them and are coming more and more to believe them. The familiar gibe of the days of fabricated news, "If it's in the paper, it can't be true" is giving way by the changing of one syllable to a comfortable admission of faith, in "If it's in the paper, it must be true." It is not unusual nowadays to hear, "We'll get it straight—when the paper comes out." The realization is growing that newspapers must be accurate, that their very life depends upon their getting the best possible authority for what they report, that they cannot deal in idle rumors and speculations, that in their news columns they must avoid opinion as they avoid exaggeration, and

that they must get the news to the people before it is many hours old.

The hold, therefore, of the newspaper upon the public has grown beyond all estimation. More than 40,000,000 copies are circulated daily. At the time this chapter is being written people throughout a great agricultural empire are reading feverishly every paper they can get their hands on for news of a break in the drouth, for word of cooler weather after almost two weeks of 100-degree heat. Once trust is established in the public the appetite for news is ever fresh. Let rains and cooler weather come and the news focus passes on to something else. Always outside the center of the present absorbing subject is a whole realm of public interest. Whatever comes near to his personal well-being or touches his emotions or stimulates his curiosity, the reader will find to his taste. Through the news columns, the pictures, the departments, many a busy reader gets most of his education of community, state, nation, and world. Of the four, that which is nearest, the community, interests him most.

The newspaper, therefore, is as effective a medium for public-school interpretation as can be found outside the school itself. People attach importance to what they read in the newspaper. Perhaps no other way of presenting a fact to the community is so immediately arresting or so apparently unplanned and natural. That school men have realized the importance of the newspaper in school interpretation is attested by the increase in school news in recent years.[1] That they have not yet sufficiently realized what they must do to utilize fully this valuable medium is obvious when one scans the newspapers for news of the public schools. Such news is still relatively rare in all sizes and types of newspapers. One wonders why it should be so

[1] See BELMONT FARLEY, Educational Interpretation for the Secondary School, *National Education Association Proceedings*, 1932, pp. 496–498. Compare J. ERLE GRINNELL, *Newspaper Publicity for the Public Schools of Minnesota*, Unpublished Master's Thesis, University of Minnesota, Minneapolis, 1925.

when no subject is dearer to the parent's heart then his children, and no curiosity more easily piqued than that which touches on what his children are doing in the many hours they spend away from home. Here is the interpreter, ready to throw its resources of skill and circulation into telling what those children do at school and what the school does to them, and yet with tragic indifference or incompetence the school executive turns away to busy himself with stifling details which might well be passed on to a subordinate officer or to a clerk. The newspaper is ready because the school is news, live news, intimate news. School men, far too often, are not ready because they do not know that the school is news. They are not ready because they have not learned to recognize *news*.

What Is News?

Definitions of news vary. Every layman has a fair conception of what news is though he would hesitate to attempt a definition. For the news reader, a clear-cut understanding of news definition and value is unnecessary, but for the news gatherer and writer, such understanding is vital. In every interpretation program, therefore, there must be a few people who are quick to recognize news and who know how to prepare it for the public. Some attempt will here be made to define news and to point out what makes it news.

Someone has said that news is anything that makes a woman exclaim, "You don't say so!" True also, in a measure, is the suggestion that it is anything that has happened that you want to read about. Somewhat more substantial, if not so terse, is a recent definition by Warren.[1]

> News may be described as hitherto unpublished reports of those activities of mankind calculated to interest, inform, or entertain the reading public.

[1] Carl N. Warren, *Modern News Reporting*, p. 33, Harper & Brothers, 1924.

Porter and Luxon,[1] after examining a number of definitions, content themselves with saying,

> Briefly, news is something that has happened in which a number of people are interested. Generally speaking, the larger the number interested the more value the story has as news.

While there is not much unanimity on a brief definition for news, there is fairly general agreement on the elements of news. These elements in somewhat the order of importance are: (1) immediacy, (2) proximity, (3) consequence, (4) prominence, (5) unusualness, (6) human interest, and (7) drama.

1. *Immediacy.* The only thing more out of date than a 1917 automobile is day before yesterday's newspaper. The cry of newspaper editors is for the very latest word. News half a day old is rewritten so that the time mentioned is as near as possible to the time when the paper is read. "Yesterday" is rarely used. "Late this afternoon" is popular in afternoon and evening papers. A story loses value as time passes. New angles must be found or more and later facts uncovered. Speed is the keynote of the modern newspaper as it attempts to catch history in the moment of its making. Sport fans filing out of great stadia have found newsboys waiting with newspapers carrying the final score of the game. Important and anticipated events have been hawked by newsboys in the street almost before the wires were cold that brought the news. Time is indeed the most precious commodity for modern newspapers. Immediacy, however, applies not so much to the time of occurrence as to the time of disclosure. The event being recorded may have happened months or years before; it is news when it is revealed. New developments of old news and announcements or predictions for tomorrow or next week keep the reader aware of the immediacy of life.

2. *Proximity.* As has already been suggested, that which happens near at hand is more interesting, other conditions

[1] PHILIP W. PORTER and NORVAL NEIL LUXON, *The Reporter and the News*, p. 45, D. Appleton-Century Company, Inc., 1935.

being equal, than that which is at a distance. People and places one knows enhance his interest in the news. A single drowning in the home town is more important as news than a double drowning in the next county or the sinking of a pleasure boat with all on board off the coast of Brittany. Because the schools are local, because they touch wherever the newspaper goes, they are rich in this important news value. The newspapers in recognition of this truth give more attention to happenings within their circulation area than to those which happen in distant places.

3. *Consequence.* The application of human relations and attitudes to news teaches one, further, that people are interested in a fact or event in proportion to its possible effect upon their present or future happiness or the well-being of fellow mortals. Drouth news interests a person mildly when it concerns a small section four or five hundred miles removed. If the drouth spreads, threatening greater consequence, his interest mounts. When it involves his own state, his own county, his own interests, it becomes a consuming interest. Similarly news of an epidemic seems of little consequence until it becomes so broad as to threaten to invade his intimate circle. He may evince little interest in news of school-building enterprises until it appears that his children are to be crowded into temporary buildings because of the imminent failure of a bond issue. He may read with little attention the political bickerings at the city hall, but when a brief story appears suggesting the possibility of water shortage within a week, he is all attention. As the fact or event, then, affects the lives of the reader, it gains in news value.

4. *Prominence.* Names are always important in news and the more prominent the name the more compelling the news. Whatever some people do is news. A Lindbergh or a Garbo or a Dempsey is always good for reader interest. Every community has its colorful or prominent persons and places. The higher the official rank a man has, as a rule, the surer the news value of anything he says

or does. In most communities school officials rank high in local importance. The school buildings themselves are more prominent than are most homes or business places. Similarly the Board of Education is a respected power in a community. The element of hero worship, of respect for authority, of interest in the person or place in the public eye, adds poignancy to news.

5. *Unusualness.* In America the unusual is always news. Familiar to most readers is the quip, "If a dog bites a man, no one pays any attention; but if a man bites a dog, it is news." That, of course, is literally true. Witness the phenomenal news importance of the Dionne quintuplets. Unusual. This morning's paper carried a half column on the front page about a 16-pound baby born in normal birth. Again it is news because it was unheard of before in America. When the unusual occurs in the home town, when it is uncovered in the public school (and there is no richer field), the news value is even greater. The highest test score in the state, the boy who makes his own apparatus for physics, the girl who has some poems published—these are news.

6. *Human Interest.* Of certain interest also, though hard to define, are those occurrences which stir the reader's emotions or appeal to his sentiments. Stories of sacrifice, of mother love, of heroism, of endurance, fall in this category. The dog that extinguished the burning clothes of his schoolteacher mistress in a little Canadian school "made" all the United States papers. Stories of children, of the very old, of animals, usually contain elements of universal human interest. Stories of hobbies, of amusements, of discoveries of science, of progress of any sort, appeal to readers. The accomplishment of students, the rapid rise of an alumnus, the prize-winning school newspaper are typical of human interest in the school.

7. *Drama.* Perhaps nothing is more ingrained in human nature than love of the dramatic. One finds it most often in conflict. The conflict may be men against nature, as in the famous struggle to save the men imprisoned in the mine

in Nova Scotia. Millions of people followed every word of news and waited anxiously for the next paper or broadcast. Lindbergh flying across the Atlantic was drama. Every contest between teams, between persons, between gangsters and G-men have in them the resources of drama. People love a fight. That can never be bred out of them. Nor should it be, since happiness requires that man fight for the things he holds dear. The school is rich in drama, in conflict in the classroom, in extraclass activities, in child against circumstances, in group against group, in school against school. Without conflict and record of conflict life and the medium that records it would be "flat, stale, and unprofitable."

In all these elements of news the school is rich. Things are constantly happening in the school. Most of them are timely, demanding quick reporting. Proximity is always in favor of the school, for the school is always in the home or just around the corner or down the street. Consequence too is a frequent value in school news. It is not usually difficult for people to see that things affecting the school will affect their children. So with the other news elements. Each, as has been seen, is rooted in school life—prominence, unusualness, human interest, drama. For the Director of Interpretation and those working with him, who are trained to recognize these elements of news, the schools should furnish a constant flow of interesting facts and occurrences for the public press.

Attitudes of Press and School.

Editors have long recognized the importance of the school as news and have sent their reporters into the schools to get what they could for the paper. That they have not always met with the cordiality and assistance of school people is to be regretted. The writer learned in a survey of 101 editors of weekly papers and 15 editors of dailies that editors are overwhelmingly of the belief that the local paper should be a leading agency for presenting school

information and for interpreting school thought and opinion.[1] Editors want more school news. Often editors are criticized for carrying so little information about the schools. The fault often is not theirs but the schools'. News avenues have been closed to them and school men have been indifferent or blind to news possibilities.

As a matter of fact the attitude of many school heads has been critical or openly hostile. "The newspapers have misinterpreted the school," they say, or "They print only what everybody knows," or "They didn't print the facts I gave them on the new guidance plan, but they run everything they can get about our football mix-up." What the superintendent didn't realize was that the technical and somewhat disordered facts about the guidance plan he had hastily given out didn't make a news story. Reporters know news, but they do not know modern education well enough to present it understandingly. With proper organization and interpretation by the superintendent in the light of news values, the story might have been printed in a prominent place. The football story, on the other hand, was probably easy for the reporter to get and easy to write.

F. J. Moffitt[2] has described such a school man:

> To this group belongs the school executive who claims that the daily newspaper is largely beyond his control. Rather than familiarize himself with the simple code of newspaper procedure, he has sat in the seat of the scornful and has occasionally challenged the press to do its worst. He has not troubled to observe and understand the ethics of an ancient and honorable fraternity. He has refused to learn the simple passwords that admit him into the confidence of a busy city editor. Often he has not played fair with the "leg man" whose duty is to get the news. He has unwittingly doublecrossed the school reporter. Yet he wonders why his local newspaper takes every opportunity to poke fun at his fine theories or his unnewsworthy dissertations.

[1] J. Erle Grinnell, School Publicity from the Editor's Viewpoint, *American School Board Journal*, Vol. 79 (October, 1929), pp. 47*ff*.

[2] F. J. Moffitt, Public Relations to the Rescue, *Nation's Schools*, Vol. 14 (September, 1934), p. 31.

An examination of school news as it exists lends conviction to the assumption that the most valuable stories (in the light of real school interpretation) rarely find their way into the newspaper. The preponderance of school copy, as has already been indicated, deals with sport events and with extracurricular activities, the school affairs which a news man with little or no assistance can report. The more complicated and less accessible facts are slighted. They are waiting better recognition and more skillful handling on the part of school people. Reporters are trained news gatherers but they cannot get beyond the official "No special news today" from the girl in the outer office, nor have they the information or attitudes to make possible satisfactory reporting of a few tables or charts or technically stated facts. Nor can they always untangle the news germ from the long harangue prepared for them by the educator. Moreover, they have not the time for the writing that is required.

A study of press-school relations made in Michigan gave editorial confirmation to another criticism of school reporting. Eighty per cent of the editors reporting charged that most of the publicity material coming from the schools during the period concerned (1933–1934) was loaded with selfish propaganda.[1] It is only reasonable that the editor, whose income is largely derived from legitimate advertising, should not feel kindly toward those seeking advertising of any sort in the news columns. Legitimate news he needs and he will go to great inconvenience to get it, but deliberate and often tactless propaganda fed him by school administrators prejudices him against the schools.

Finally, then, one is drawn to the conclusion that no program of interpretation which has in mind a full utilization of this most excellent of interpreters can succeed until leaders in the program and key persons in every school are trained in the recognition of news and in preparing it for

[1] J. H. ADAMS, Editors Appraise School Publicity, *Nation's Schools*, Vol. 15 (April, 1935), p. 43.

publication. Moreover, school people throughout the system must meet the newspaper halfway, must understand its problems and conditions, and help reporters to see the meaning and news values of official reports, new courses of study, and new activities. It has been seen that the school abounds in legitimate news. The newspaper wants the news, school people must help them get it and help them tell it to the public.

Relations between Press and School.

The relations between the newspaper and the school will vary with the size of the community. In villages and small cities, the facilities of the newspaper are not such that much time can be spent gathering and writing school news. If the school is to enjoy the opportunities afforded by the newspaper, it must take the initiative. The superintendent might even call on the editor, discuss with him a plan for providing the paper with news from the schools, and assure him of the cooperation of the school staff. It will then be necessary to arrange for a flow of school news. A teacher or teachers with journalistic training and pupils on the high-school newspaper may be valuable links. However the news is gathered and written, the person in charge must see that it is correctly interpreted, accurate, continuous, and, above all, prompt. Metropolitan dailies usually are so well staffed that reporters are expected to write virtually all the local news that appears in the paper. In such cases the Director of Interpretation or designated persons will receive the reporter, give him the information, and discuss with him the features which should be stressed to accentuate news values and to make the account meaningful. If the city has several newspapers, reporters from each will be given the same cordial reception and thoughtful treatment.

Yet all school articles in the larger cities will not be written by reporters. Principals, supervisors, teachers, research experts will be at work writing articles in the clearest and tersest news style that they can command. The

director will write features and encourage others with skill and training to do it.

The important thing is that school men recognize the requirements of the newspaper and cooperate in whatever way is desired. As John Jay says,

> The average newspaperman appreciates friendly, honest, and sincere cooperation. His profession demands that he get firsthand information and that that information be authoritative, definite, and exact. Every school man should be encouraged to allow reporters free access to all parts of the system, under normal conditions, and not to regard them as "snoopers." Reporters are willing to give anyone an "even break" where they receive frank and open courtesy themselves.[1]

Moreover, newspaper men must feel that they are being met with frankness and honesty. If they find a tendency to suppress or distort facts, to cover up bad spots or to overplay strong ones, the friendliness of their relationship with school officers will be broken down. Newspaper men feel that they play a part in the education of the community; they take their work as seriously as do school men. If school men realized this and met them as fellow educators, a bond of mutual interest would be established and the common cause would profit. If, on the other hand, the director or superintendent is mistrustful of the press, and not frank with its representatives, he is not in a position to direct a successful interpretation program.

On the basis of the answers of 116 Michigan editors to the question, "How may school administrators improve relations between the schools and the press, looking toward better understanding, more cooperation, and improved publicity?" Adams[2] drew up the following principles governing school-press relations.

1. Establish continuous contact with the press. Do not wait until the schools need the promotion of a special project such as a building program and then rush to the editors for assistance. Reach the news-

[1] JOHN JAY, Newspaper Contacts, *Education*, Vol. 53 (October, 1932), p. 118.

[2] ADAMS, *op. cit.*, p. 43.

papers regularly by personal visitation, telephone, wire, or through their authorized representatives. Give reporters full consideration in connection with all incidents, accidents, accomplishments, and events related to the schools.

2. Revise educational news standards. Acquire the reportorial point of view as to what constitutes news. There exist certain definite press standards for news by which any interested party can readily tell whether or not this or that bit of information would be desired by the newspapers. Avoid long, dull details of a technical nature in all copy prepared for the press representatives. Consultations with newspapermen will aid immeasurably in acquiring the ability to evaluate news.

3. Give the newspapers all the facts. Hesitance of school administrators to repose the confidence in reporters which this recommendation implies will inevitably lead to a similar lack of confidence in school heads by the reporters. Most newspaper reporters are keen, alert, honest, and intelligent. They will sense quickly a partial-fact policy on the part of the school official, and immediately the opportunity for the best relationships will be lost. Just as quickly they will respond with confidence and use discretion in the handling of school news if they are convinced the school head is being absolutely frank.

4. Coordinate school news service. Whether a local school system, a university, or a state teachers' federation is under consideration, the gathering and dissemination of educational news relating to that institution should be coordinated under a competent individual or group, preferably trained in news reporting. Promptness, accuracy, and general efficiency in getting the news to the papers can thus be promoted.

5. Drop attempts to propagandize. Some editors understand that most school administrators do not think of the news they release as promotional propaganda and that their motives are generally sincere. But sincere or not, much that passes from the schools to the press as news is promptly labeled "propaganda" and tossed into the wastebasket. Educators must make an effort to learn what constitutes unbiased news material according to press standards, and then must conform to it strictly.

6. Acquire a new concept of relationships. Regard the school as an institution responsible to the public in all of its various activities. Conceive of the job of school administration as a stewardship, one of the important obligations of which is the continuous informing of the public on all phases of educational activity. The press then fits into the relationship of schools and public as the cooperative agent which can undoubtedly do more than any other outside institution for the gradual betterment of education. If the papers sometimes severely score the schools and education, educators should regard it as generally healthy appraisal that will eventually react to the benefit of democracy.

Organization for News Service.

No matter what the size of the school system a definite organization is required for news service. The particular form of the organization will vary from school system to school system, depending very much on the size of the

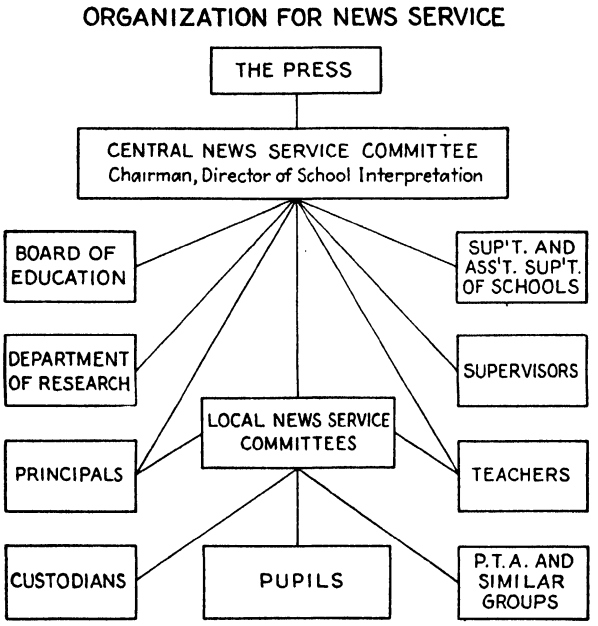


FIG. 6.—A suggested organization for news service for communities with two or more school buildings. Larger school systems should have in operation such a plan.

community. At least three principles of organization, however, should obtain in all situations:

1. Responsibility should be centralized.
2. Maximum use of the talents of the staff should result.
3. Cooperation with the local press should be assured.

Figure 6 is a suggested plan of organization which could be adapted to any school system and which incorporates these three principles.

Unless responsibility is centralized in the Director of Interpretation, or an officer having similar functions in the

small school, there can be no guarantee of coordination or of continuous service. The organization proposed by the writer in Chap. III for general interpretation makes possible the setting up of a newspaper service coordinated and made systematic by the central interpretation committee and the school. One member of each local committee would be head of the news-service organization for his school and would be responsible in turn to the Director of Interpretation or equivalent officer on the central committee. Information would thus be gathered in each school and either prepared directly for the press or forwarded to the director for further treatment. Moreover, integration of the news service with the rest of the interpretation program would be natural and constant.

The second principle involves the full utilization of available talent. If the member selected to head the news-service organization in each school were trained in journalistic work (and it will be remembered that one such person was recommended for each local committee) it would not be difficult for him to find and enlist the efforts of teachers and pupils with talents in news writing or photography or with a sharp "nose for news." He will find his workers on the high-school newspaper or in journalism classes or among teachers with inclinations for the newspaper type of writing. He will depend on others for reporting unusual methods or achievements or experiments in their classes or the activities they sponsor.

This local chairman should have frequent contact with the director and should keep his force apprised of developments in the program of interpretation. Such action should further stimulate their cooperation.

Finally, the organization should assure cooperation with the local press. That will mean that the director must have frequent contacts with press representatives. He must make them feel that no part of the school is closed to them. It will frequently be advisable for him to arrange interviews for them or to send them to particular schools to observe

experiments or to note innovations. In smaller communities the director will see that all news is written in correct journalistic form, and will act as a personal interpreter of the schools to the editor. If weekly school pages or school departments are possible, he will see that all news is prepared in ample time.

An illustration of an informational service committee provided by a public-school code is that of Hamtramck, Michigan. The section reads as follows:

> 6. The Public Press.
>
> The building principal shall appoint from the school staff annually a committee of five to be known as the Informational Service Committee. The duty of this committee shall be to prepare news items of interest within the school building for publication in the daily papers. In the development and preparation of such material, these committees shall have the advice and counsel of the assistant superintendent in charge of informational service. The purpose of this activity shall be to present to the public, through the medium of daily publications, all items of interest and special activities within each building.[1]

What Is Being Done.

Some dissatisfaction with the nature and extent of school interpretation was expressed earlier in this chapter. Fortunately, here and there in the country editors and school heads or constituted directors of interpretation have sensed a mutual cause and a mutual opportunity. Here and there news stories and articles have appeared regularly, having what editors call "the run of the paper," that is, appearing wherever their value in competition with other news or articles entitled them to appear. Moreover, such news is more diversified than the old sporadic and casually reported facts about plays or programs or board meetings. The inner workings of the school are revealed, not in lengthy, dry-as-dust dissertations, but in fresh and vigorous accounts, often illustrated by well-planned and carefully made photographs.

[1] *The Public School Code of the Hamtramck, Michigan, Public Schools*, Research Series No. 2, Hamtramck, 1927, pp. 277–278.

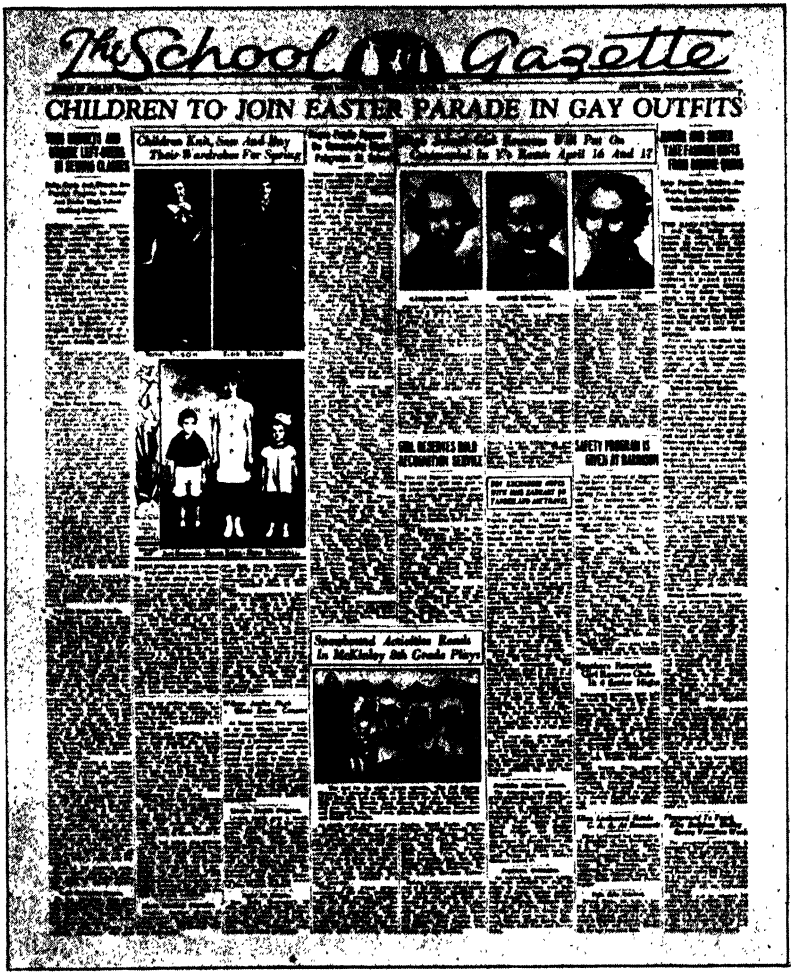
Newspapers in cities of all sizes all over the country carry such stories, but the frequency of their appearance and their interpretative value are pretty faithful indexes of whether or not there are definite provisions for public-school interpretation in the city. A few newspapers and a few cities have been outstanding in their activity for a number of years.

More often noted if not so numerous are the newspapers carrying school pages or departments. These special pages or departments vary in several particulars. They vary in frequency of appearance, the larger number appearing once a week. In most cases, however, important school news may appear in news columns in other days of the week. Usually the school page makes its appearance near the end of the week and is clearly indicated as a school page.

A more significant variation is in editorship. In some cases the editor of the page and of the news on the page is a member of the newspaper staff. In other cases the page is the work of the school, either pupils alone or teachers and pupils. The high-school newspaper staff in some of the smaller cities may sponsor such an enterprise. Indeed, a school page in the local paper often takes the place of a high-school newspaper. In some of the larger cities, students from the several schools contribute news through a central student staff or to a student editor. In all such cases of student responsibility the regular staff of the newspaper does no more than necessary in the editing and make-up of the page.

Which type of page at its best is the more valuable in telling the whole school story and reaching the greater number of readers is debatable. Perhaps the better spread of news, the more seasoned and informative departments, and the better writing characterize the pages edited by members of the newspaper staff. Such pages are likely to be the result of well-established channels of school news from authoritative sources. From time to time significant and carefully written articles by leaders in the schools will

have important place on the pages. They should, the writer believes, be among the most profitable means avail-


The School Gazette

CHILDREN TO JOIN EASTER PARADE IN GAY OUTFITS

Children Knit, Sew And Buy Their Wardrobes For Spring

Dramatized Activities Result In McKinley 8th Grade Plays

FIG. 7.—*The School Gazette*, a page of the *Gazette*, Cedar Rapids, Iowa. It illustrates the well-planned school page edited by a staff editor. Such pages may be found in the newspapers of the smaller cities as well as in those of the larger cities.

able to the Director of Interpretation. When seconded by run-of-the-paper news on the days the school page is not included, the maximum of effectiveness should result.

Facsimiles of representative issues of two of the better school pages edited by regular staff writers are here included. Both tell of the varied activities of the school, both utilize



School Head Cites Progress of Student Placement—Book Week Observed

DATING STUDENTS WIN DISTINCTION

STEP FROM BOOK TO GIVE SCENES

DATES OBSERVED WITH EXERCISES

OLDEST COMMUNITY SCHOOL LIBRARY

JEFFERSON'S BOYS PUSHING FORWARD

COVETED PLACES EARNED BY BOYS

SCHOOL'S LIBRARY LURES YOUNG, OLD

SCHOOL ELECTION HAS TWO SLATES

SEEK EDUCATION TO FIT CHILDREN

CREATIVE WORK HERE CONTINUES

VAIL-DEANE PLAY CAST ANNOUNCED

PLAY PRESENTED BY GRADE CLASS

About Your Child And School Work

FIG. 8.—One of the better school pages written and edited by the newspaper staff. It appears every Saturday in the Elizabeth *Journal*, Elizabeth, N. J.

headlines sufficiently important to catch the attention of the reader turning the pages of his paper, and both are attractively made up. *The School Gazette* uses several

excellent photographs in each issue. The page from the Elizabeth *Journal*, on the other hand, carries special features. Witness the creative work in column two and



FIG. 9.—Type of school page written and edited by students. The Saint Paul *Pioneer Press* includes this page every Saturday morning.

"About Your Child and School Work" in column six. Among similar pages well worth the reader's study are those found in the Cincinnati *Times-Star*, the Newark

News, the New York *Sun*, the Detroit *News*, and the San Francisco *Chronicle*.

Somewhat more numerous are school pages edited by pupils, or professedly edited by pupils. Some of these are largely the contributions of students, with occasional staff-written stories; others are the products of high-school journalism classes; some, as has been suggested, are the work of other pupil groups, usually with teacher guidance. A typical school page is reproduced on page 92. It is representative of most such pages and differs from the staff-edited pages in that the stories are shorter, more numerous, and more likely to deal with extracurricular activities. In general such pages could be far more representative of the multifold activities of the modern school. Too little attention is given to the means by which the school attempts to reach its several aims. In few such pages is there any evidence that a *definite* effort to interpret the schools has influenced the gathering and writing of the news. Yet even such publicity is no doubt held by all concerned to be of distinct value to the school. Surely it paves the way for other interpretative activities. The point is, however, that pupils as well as teachers and journalists can be brought to appreciate the means and purposes of a broad interpretation of the schools. With a little direction in and timely assistance by teachers they can make their school pages as fruitful as those of trained newspaper workers.

Forms of Newspaper Expression.

To interest, inform, and influence the public, the newspaper uses several forms of expression. Chief among these by far is straight news. Straight news—or what is known to the public simply as *news*—fills most of the columns of the newspaper. It is to get the news that a highly specialized, rapid-fire staff is assembled. It is chiefly to tell the news that a newspaper orders its existence. Straight news embraces news from all fields of human activity. It is

straight news when emphasis is on the happening itself, when the account musters the details in decreasing order of importance, and with strict attention to the news values already summarized. News from the school as elsewhere will be largely of this kind. It will be informative; it will be as brief as the facts will permit. It must be interesting; it should be interpretative. The principles involved in writing this kind of news will be a concern of the next chapter. A good straight news story from the school follows.

ANNUAL DISPLAYS OF INSECTS HELD

Battin and Jefferson Students Strive for Honors

An annual autumn feature of the science department in Battin and Jefferson high schools is the exhibition of insect collections by biology students. Those who submit displays which meet the required standards set up by the department, of which Mrs. Pauline McD. Atkins is supervisor, are rated as first and second place and honorable mention winners.

The best exhibits from each school have been on display. They show for example the life history or cycle of insects such as the cecropia moth, beetles, and a large variety of other domestic insects. Included in the study of the insects are the types that are valuable and those that are destructive to mankind. Notable among a number of this year's exhibits were those of the Dutch elm beetles.

Judging is on the basis of the scientific value, the evidence of technical skill, the artistic arrangements, and the number of insects shown. The first two items count heaviest.

> Winners at Battin are as follows: First, Mollie Yutman; second, Genevieve Bardyszewski; honorable mention, Dorothy Fromm and Jean Powers; Jefferson: First, Robert Bender; second, Howard Reinherz; honorable mention, Julius Sommer, Charles Marsden, William Roy, Arthur Schneeweis and John Ruprecht.
>
> Judges for the Battin show were Mrs. Atkins, Miss Dorothy Porter, R. L. Luse and W. H. Hann, of Jefferson. For the Jefferson exhibits the judges were Charles S. Winters and Armando Sozio, of Jefferson; and Miss M. Irene Kerstetter, of Battin.[1]

While straight news constitutes most of the news, most editors attach a great deal of value to what they call human-interest or feature news. Such news is written with more informality and dash; it appeals to the emotions or sentiments; it is likely to be steeped in humor or pathos. More difficult to find and to write than other news, it has untold possibilities in arousing understanding, sympathy, and active response. A single skillfully written human-interest story about a lost boy or an old woman struggling against odds has stimulated thousands of people to write letters, to offer service, or to take other forms of action. The fountain of its influence is an appeal to the qualities that are universal. No richer mine of human-interest stories is to be found than the public schools, but those who would dig and refine the gold must have more than passing skill. A human-interest story that must have been read with quickening interest appears on pages 96–97. Adding to its interest was a group of six pictures (five of which showed a boy or girl playing an instrument) surmounting the article. Under each picture was a quotation such as "Seven of us use this," "Sixty of us use four violins," and "I'm lucky—only four of us use this."

[1] *Elizabeth Daily Journal*, Elizabeth, N. J., Nov. 9, 1935.

MARSHALL TO GO MUSICAL OR PTA WILL KNOW WHY

Drive to End Shortage of Instruments Invites Raids on Attics by Friends

There is music in the air at Marshall high school—but not nearly enough.

Thursday the Marshall Parents and Teachers organization will assemble with the intention of doing something about it.

At their regular meeting in the school, members of the association will hear a resolution by a special committee recommending that the entire city be canvassed for old and unused musical instruments for anxious young hands. They will hear that more than 150 boys and girls want to take advantage of free instrument lessons offered them—and would if there were instruments enough.

They will learn that the school now has 25 somewhat battered instruments on which 80 students are trying to learn music, passing them from one class to another, from one pair of lips to the next. They will discover that some youngsters are so anxious to play a musical instrument that they delight in having it in their hands for only half an hour each week, only to see it snatched away by the next and the next, no one having it long enough to practice.

Just what course the Parent-Teacher organization will take when these facts are revealed to them was not certain. It is expected, however, efforts will be made to uncover the instruments that are unused now unwanted in the homes.

"I am sure that in the city there are hundreds of instruments that have not been touched in years," said L. E. Belstrom, instrumental instructor at Marshall. "Almost every attic has an old saxophone, an old violin, or an old trumpet on which somebody at one time started taking lessons.

Loans would Help Many

"If we could obtain the loan of some of these, we certainly could make a lot of young hearts beat faster. Every time I go through the halls I am stopped by anxious pupils who ask if I have found an instrument for them yet."

The instrument question arose at Marshall when Mr. Belstrom joined the musical staff this fall. Prior to that time P. J. Burningham, senior vocal instructor, and Miss Mabel Vincent, junior vocal instructor, were trying to handle all the musical instruction. They realized there was a sad shortage of instruments, but with their choruses, glee clubs, and vocal classes they had very little time to do anything about it.

Need Scores of Instruments

This fall Mr. Belstrom joined the staff and offered to give free instrumental instruction to all students who wanted it. That was a mistake. More than 200 pupils wanted it who did not have instruments. And the school has only 25 very much used musical pieces. By an intricate scheme of passing back and forth and class arrangement, he was able to make the 25 instruments stretch over 80 students. But that was as far as they would go.[1]

[1] *Minneapolis Journal*, Minneapolis, Minn., Oct. 21, 1935.

The effectiveness of human-interest stories is much enhanced by pictures, another powerful medium of newspaper expression. Pictures of persons in the news, of groups, of places, of incidents are finding increasing use in the newspapers of the world. A popular slogan of today is, "A cut is worth a thousand words." Not only can news of all kinds be made more appealing through pictorial supplement but it can also be made more meaningful. "Educate through the eye" should be a watchword among school people responsible for news service. Cameras in the hands of trained persons should *click* frequently in the classroom, in activity rooms and auditoriums, in gymnasiums and on school grounds—in short—wherever the school program goes forward. Small newspapers often will not go to the expense of having cuts made. School authorities, in such cases, will do well to supply the newspapers with cuts whenever it is possible. A few hints from the newspaper photographer on the taking and preparation of pictures will ordinarily double the value to the newspaper of school-made pictures.

Signed or unsigned articles are among the means used by newspapers to inform or to influence the public. These articles are usually written by people who speak with authority. Editors have found them valuable in all fields and require only that they be so written that they may be understood by the average reader. The article is usually longer than the news account and is not bound by the same rigid rules of organization. School men, given to presenting most of their school information in the form of articles, must remember that most newspapers will turn thumbs down on all except the clearest and most interesting articles. There are, after all, few articles in a newspaper. They must represent, in the main, more expressive writing than goes into other newspaper forms. Articles, too, might well be accompanied by good pictures. A good article follows on the next page.

XIII. THE ELEMENTARY SCHOOL: DOMESTIC ART

Authority

Domestic science teaching is not required by law, but was introduced in response to public demand.

Aims and Purposes

The main object of teaching any phase of home economics, let it be domestic art or domestic science, is the development of the girl. It also aims to put in practice the laws of health, the organization of household duties, wise buying and intelligent selection of food, clothing and shelter, high standards of living, and the social relationship of the family.

Method of Instruction

In general, sewing begins in the fifth grade B and is carried on through the eighth grade B, alternating with the subject of foods in the A grades. The time allotment is 75 minutes a week in the fifth, sixth, and seventh grades and 120 minutes a week in the eighth grade. This arrangement gives variety of work and has been found to be very satisfactory. From the very beginning the fundamental principles and stitches are taught and applied to some simple garment. The work is planned in relation to the present needs of the girl, her ability to do, and in relation to everyday life.

When girls reach the seventh and eighth grades they are very much interested in personal appearance, and the work is planned accordingly. Simple dresses of the prevailing style are made by these girls and with the addition

> of trimmings or decorative stitches are very attractive.
>
> Since good health depends as much on clothing as it does on foods, hygiene is taught in connection with both subjects and is applied also to things not strictly clothing, but which go to make up the general appearance, such as hairdressing, manicuring, removing stains, and laundry work.
>
> The study of fabrics, remodeling and repairing garments, computing costs, adjusting patterns, etc., is also a part of the work in clothing classes.[1]

Finally, newspapers appeal to the reader's attention and interest through editorials, special columns or departments, cartoons, and letters. The schools have not been nor are they likely to be very active in providing any of these features. Editorials bearing on school affairs occasionally appear. It would be well for directors of interpretation to have what hand they can in shaping the editorial expression of the newspaper. This can best be done by winning the newspaper's approval of school policy and practice.

The special column may have many purposes. As best known, it is an expression of an outlook on life, salted with humor and enlivened with rich experience. There is no reason why a school column could not be a daily and eagerly anticipated feature of any metropolitan daily. Given a teacher with felicity of style, rare faculties of observation, and wide human understandings and sympathies, such a column might be possible for any school. Of undoubted interpretative value is such a column as the one here included. While it is limited necessarily to health aspects of the school program, other columns might deal with every phase of public education, using special instance, philosophic observation, bits of verse, contributions—any-

[1] "The Public School Program"—*Democrat and Chronicle* (Rochester, N. Y.), reprints from the issue of Mar. 20, 1926.

thing, in short, that adds to the liveliness and tone of the regular newspaper column. Some high-school newspapers have developed columns of high interpretative worth. The following is suggestive.

ABOUT YOUR CHILD AND SCHOOL WORK

By Dr. Allen G. Ireland

Director, Physical and Health Education, New Jersey State Department of Public Instruction

Future Dads, These Boys

What seems to be unnecessarily slow progress in public-health education is sometimes very discouraging to health workers. But now and then something occurs to bring us cheer and we go on with new hopes and a conviction that all is well.

Such an experience was mine recently, while spending a day at Rutgers University. Finding it necessary to remain over the noon hour I decided upon lunching at the university cafeteria. And what a delightful luncheon it was! Tasty, attractive, nourishing! Thinking of my own college days I rejoiced at the good fortune of today's incident.

But the experience that cheered was this. Having been first in line when the doors opened and finding a seat near the serving counter I was in a position to observe the selections of the boys as they passed through. What caught my eye was the milk. The first six took milk, the first ten, and then I forgot my own meal in order to count. Forty-six persons passed before there was a break in the

> line, and of that number forty-five had purchased milk.
>
> And these were college students, remember. Again, I recalled my own college days, and I knew that progress had indeed been achieved. All our work was worth the effort if this was the result. I left that cafeteria in good cheer.
>
> ---
>
> How should parents and teachers deal with the stuttering child? Dr. Ireland gives valuable suggestions in his next article.[1]

Cartoons are usually political in nature, but not by rule or principle. School issues can often be more effectively presented through a good cartoon than through any other way. Such cartoons will be printed by the local newspaper if the subject is fairly interpreted and if the work is up to the standard required by the newspaper. Occasionally regular staff artists, acting upon suggestions of school officials or through information afforded by the school, will draw cartoons to assist in creating an attitude toward a controversial matter.

Another method of direct appeal to the understanding or attitudes of the public is the open letter. In papers that encourage such expression on the part of the readers, the letter may often have a wide influence. School people have availed themselves of the privilege largely for the airing of grievances or arguing acute needs. Both subjects are no doubt vital, but the medium is equally useful for the informal discussion of school problems, the spirited account of a new venture in method, or the correction of popular misconceptions of the school. Such letters, to be sure, exact as much natural charm and clarity of writing as other forms of newspaper writing.

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interest and should forward to the central news committee or officer news of wider appeal or facts that might be fused with facts from other schools to make a news story of general interest. Thus a continuous stream of news, flowing from every channel of school activity, would be established and put to constructive use.

Even such provision has doubtful value if every person involved does not understand clearly what is wanted of him. Preliminary meetings should be called by the Director of Interpretation or by the responsible officers of the particular schools after they have met with the director. The purpose of these meetings should be to explain by careful definition and illustration what should be reported. After the system has been in operation for some time, one or more check-up meetings might profitably be held to develop further, by examples from reports already submitted and by open forum discussion, the needs and values of the program.

However, no matter how strenuously the leaders of the information service may drive toward complete reporting of school facts, there will always be some members of the staff who do not understand or who are too indifferent to cooperate effectively, who overlook really significant news values, or who report too late on events that depend for their public interest on immediate reporting. To supplement the use of forms, therefore, the wise Director of Interpretation will institute a system of interviews, or what the newspaper men call "beats."

In most schools it will be possible to interest two or more of the best reporters on the school paper or members of the journalism classes to interview certain key persons, heads of departments, directors and managers of services and activities. This could be done for the school paper and for the general news service at once. People interviewed should not be made to feel that they are duplicating what they have already reported. For that reason the interviewers should often call for additional facts on what was

reported through the form, or for points of view in regard to significant facts or events coming under the jurisdiction of the interviewed. By tactful questioning, the reporter might frequently elicit facts of feature- or straight-news interest which had not been seen as important enough to report. They should also interview pupil leaders and follow clues promising feature news on aspects of pupil life.

In elementary schools without means for training pupil reporters, the beats might be covered by reporters from the nearest junior or senior high school, supplemented, if need be, by the local teacher responsible for the information service. The pupils should also, when time permits, practice writing the results of the interview. It can be made a fascinating game for them with the rich reward of seeing the products of their pens in print. They should be carefully coached in interviewing and frequently checked upon so that their work may be at once useful to the school and educational for themselves.

Some "Musts" of Reporting.

All who are concerned with the finding and reporting of school news should be aware of the most compelling rules of newspaper practice. While trained newspaper men are governed by a large number of these rules or principles, the merest tyro on the school news force must have vividly in mind at least three. Stated in single words they are accuracy, speed, brevity. Too often those responsible for educational reporting have indulged a handsome disregard for all three. Small wonder editors have failed to print the verbose and propagandistic articles submitted several days after the event they concerned had ceased to be news. It is difficult to say which is most important from the point of view of the school. Perhaps the order in which they are stated is as good as any.

A famous journalist upon being asked what he considered the most important principles of reporting answered, "First, accuracy, second, Accuracy, third, ACCURACY." Even

the most cynical of newspaper readers of today catch now and then reflections of the modern newspaper's effort to be accurate in all respects. No one knows better than the editor what the price of inaccuracy is. He knows that it is better to let an otherwise brilliant reporter go than to permit him to turn in misspelled names, addresses "only slightly wrong," and "facts" that later turn out to have been surmises or rumors. The editor knows of the pains that await him when such inaccuracies creep into his paper; he knows of the indignant voices on the phone, the angry aristocrat who emphatically "does not live, as reported, in that section of the city," or who most decidedly is not a hairdresser but a member of one of the oldest and wealthiest families in the city. He knows that inaccuracy means loss of faith and loss of faith, decreased circulation. He even knows that the grinning bogey of all editors, the libel suit, waits as often as not on inaccuracy. School news is not exceptional news. If anything the demand is more insistent that it be accurate, that figures be carefully checked, that names and addresses be verified, that statements have authority, that facts be authenticated. When editors learn—as certainly they will—that school reporters in their city are not accurate, school news will cease to be on the preferred list. Nor will it again be welcome until they are sure that the deficiency is corrected.

Speed governs the life of the average reporter, speed shouts from every corner of a modern newspaper plant; the speed of a high-gear civilization here reaches its climax—in the voice of that civilization. School life is not tuned to a high speed. As a matter of fact, time is made to go slow at school. There must be time for growth, time for study; there should be time for thought. School men, in such an atmosphere, do not think readily of "dead lines," find it difficult to organize and write the facts in the next half hour instead of the next two days; to arrange to have the picture taken and printed this morning instead of "as soon as we can get around to it." Everyone from the director

down must be imbued with the ideal of dispatch. The interview must be put in order and phoned or taken to the appropriate person immediately—unless, of course, time is not important in the facts reported. Speed demands that there be no red tape in the case of stories in which speed is urgent, that provision be made for rapid transit from news source to newspaper.

The last "must" mentioned is brevity. It is a twin of speed. Newspapers of today are written for the man who runs. Ten minutes, fifteen minutes, and the paper is put aside. Stories must be brief unless they are among the two or three most compelling of the day's lot. Even then they can be no longer than their news warrants. If the whole story must be as brief as possible without sacrificing important facts, so must the parts which make it up. Paragraphs should not exceed 75 words and are better if shorter; sentences should not often go above 25 words. Even before the account is written the ideal of brevity should guide the reporter in selection of facts. He must know that every minor detail cannot be printed. He must learn to select, to weigh values, and to reject irrelevancies. He will learn, too, as will be seen shortly, that brevity extends into his use of English.

Writing the News Story.

About ten minutes, newspaper men hold, is the average life of an edition of a metropolitan daily. It is read under all sorts of handicaps, in all conceivable—and in some inconceivable—places. Hasty readers turn its pages in crowded streetcars, in cafés filled with a medley of noises, in bus stations, and on street corners. Even those who are fortunate enough to be able to linger over the evening edition at home in a comfortable chair are usually too tired to read anything that does not make a direct and vigorous appeal.

Newspaper men know this and have mastered the art of swift narration and of bringing into sharp relief significant

particulars of the apparently commonplace. The young reporter soon learns that he must write for "the man who runs" and that he must sense the element of strongest appeal in everything that he handles.[1] He learns, as all who write or contribute news for the paper must learn, that the structure of a news story is not like that of an article or a short story, with the climax or point of greatest interest at or near the end. Newspaper readers of today will not, do not have the time to nurse a story along for three or four or five paragraphs, looking for the appeal. They must find it in the first paragraph or abandon it.

Accordingly the first rule of construction of a news story is to put facts in the order of their importance. The human-interest or feature story may vary this pattern in some cases when it can succeed in arresting interest by a striking opening statement through creation of suspense. The reader must recognize it as a feature story and be entertained throughout the opening paragraphs by the lively and dramatic preparation for the climax.

But in all straight-news stories and in most feature stories the most important facts must come first. They in turn are displayed in the show window, the headlines, to catch the roving eye of the reader. News men liken the news story to an upside-down pyramid. Each succeeding paragraph deals with facts of decreasing importance or simply supplementary facts which may be cut off if exigencies of space and time require that a part of the story be sacrificed. Yet it is not sufficient to know that the first or lead paragraph must contain the germ of the story and that succeeding paragraphs contribute to the effect or develop the narrative. It is equally important to realize that the lead paragraph must capture the attention by the manner in which the facts are stated.

How does the experienced school man but inexperienced writer get under way? Somewhat in this fashion:

[1] J. E. GRINNELL, School News for the Man Who Runs, *School and Society*, Vol. 34 (Oct. 24, 1931), p. 566.

The third regular meeting of the Florin district Parent-Teacher Association was held at the Noble school last night. The meeting was called to order. . . .

That is about as far as the average reader will get before abandoning the story for a gangster killing in the next column. But the story was not without interest. Here it is again with its opening sentence or lead written by a trained reporter.

Instead of sitting in the corner and making up poetry about "Backward, turn backward, oh Time, in your flight, make me a child again, just for tonight," several hundred Detroit adults went ahead and looked after the matter themselves, Tuesday night.[1]

The reporter then carries the willing reader through a lively account of how the parents tried out the children's schedule in the children's rooms and seats.

The point is this. The superintendent who wrote the first account will contend that he chose the most important fact for his opening paragraph. The meeting was held. That is, he says, the chief issue. The reporter shakes his head. People know that, he says; they must be told what was unique about the meeting, what distinguished it from the second and the first regular meetings. In finding it and giving it appealing expression he gives value to his story. To understand all that is involved, it is necessary to go into some detail in the matter of the opening or lead paragraph.

The Lead Paragraph.

What is a good lead? In the illustration above it was seen that the first lead was bad though the writer had tried to select the most important fact. He had not learned to apply to several possible openings the test of reader interest, of news value. As he gets a little deeper into the art of news writing, he learns that a good lead, be the story feature or straight news, must first of all arrest atten-

[1] *Ibid.*, p. 567.

tion. It goes on then to arouse interest and satisfy curiosity. How, it may be asked, can an opening paragraph do all of that? It can do it by answering as briefly and vividly as possible the questions that occur to the reader, and answering them in the order of their importance as news.

These questions in their usual order of importance are Who? What? When? Where? Why? Known to reporters as the five W's, they are all-important in news writing. As soon as the reporter has the facts of a story, he begins to cast about for the point of greatest interest. Does it lie in the name? Is it a household word? In the average news story the name is important. Perhaps it is less so in the school. Usually the conferring of honors calls for names first, but even then particular circumstances might alter the value.

Does the most arresting fact come under *what?* Often in school news it will. So it was with the Parent-Teacher Association story; so it will be with most accounts of activities or plans or innovations. The *what* requires an able touch. It is not ordinarily so easily defined or so easily expressed in attractive form as are the other W's.

When is not often the most important fact of a story. Perhaps it deserves to lead when a long-anticipated event is finally announced, when a game is won in the last two minutes, or when a great distinction is won on the anniversary of another such event. It is unfortunate but true that most novices in news writing begin their accounts with the time statement. It is the despair of capable editors of pupil publications and is most severely decried by city editors.

Where, like *when,* is rarely important enough to have first place in a lead. If the place is truly unique—as it may well be—then it deserves featuring. But it must be more important relatively than each of the other W's. At the moment the writer can conceive of few possible school stories in which the element of location would compel more attention than the others. Perhaps a real achievement in

teaching in a truly adverse environment might call for featuring of the place.

In school society it is reasonable that much of the most valuable news may be introduced as the answer to a crisp or curious *why?* What was the cause? Why was it done? Both straight news and feature may well reach the reader through such leads. Here, for example, is a *why* lead.

Feeling that the world is badly in need of spring songs, 50 pupils of grades 3 to 6 throughout the city compose songs, which they have sent to the directing supervisor of music.[1]

To the five W's reporters often add an H for *How?* The manner of doing a thing may be important in school news. Though not so insistent as the W's it should be considered in evaluating the news elements. Often accounts of teaching method may be best told by featuring the *how.*

Lead paragraphs should not only feature one or another of the W's or the H, but should also answer the others. They are answered in the approximate order of their importance. Note the order in the following leads.

Roberta Small, 13 years old, of Green Forest, and Harry Sanford, 12, of Meadville [who], were chosen as the healthiest girl and boy in the Timber County school [what] as a result of examinations [why] concluded here [where] yesterday [when].[2]

Jumping jacks, doll houses, woolly terriers and scotties, fire engines, hobbyhorses, dolls of every size and shape—toys that rival those in Kris Kringle's northern home—these [what] were the answer of the pupils of the Pleasant Ridge Public School [who, where] to Superintendent Edward Roberts' request to the Cincinnati public schools to cooperate with the Associated Charities in providing toys [why] for the children of the 30,000 unemployed families of the city.[3]

[1] BELMONT FARLEY, *What to Tell the People about the Public Schools,* Teachers College, Columbia University, Contributions to Education, No. 355, 1929, p. 66.

[2] CARL N. WARREN, *Modern News Reporting,* Harper & Brothers, 1934, p. 69.

[3] Cincinnati *Times-Star,* Dec. 21, 1932.

Important in the writing of lead paragraphs is some knowledge of techniques through which one or the other of the W's may be featured. A good text in news reporting should be consulted, but brief mention and illustration of some of the most commonly used devices will be given here.

Of recent years the summary or digest statement of the W's has been most common. It is clear, accurate, and not difficult to write, but requires quick realignment of facts when one of the W's carries most of the snap. Both of the leads above are of the summary type. Normally the order is Who? What? When? Where? and Why? If the reporter satisfies himself as to the most important question before he starts to write he should be able to construct a clear and forceful statement.

To achieve his effects the reporter resorts to various rhetorical devices for the opening of his first sentence. Practice and what the reporter calls the "feel" of the sentence are necessary for the adroit use of these devices. Most of them involve partial inversion of structure to fasten attention upon the *feature* of the lead. A few of the better known as illustrated by Warren[1] follow:

1. Participial Phrase

Digging his way through a stone wall with a soup spoon. . . .
Returning from their adventure in the Antarctic, twelve members. . . .

2. Prepositional Phrase

In an effort to set a new altitude record, two fliers. . . .
With a roar heard for five miles around, a bomb. . . .

3. Adverbial Clause

Unless a reprieve reaches the state prison tonight. . . .
While hundreds of thirsty onlookers watched, revenue agents poured into the gutter. . . .

4. Noun Clause

How a police dog saved the life of its master was revealed. . . .
That the senate will adjourn at midnight seems assured. . . .

[1] *Op. cit.*, pp. 73–74.

5. Infinitive Phrase

To win back his wife's affection, Frank Burroughs stole. . . .
To dance 145 hours without a stop was the feat accomplished by. . . .

6. Absolute Construction

Alone and unarmed, Albert Wilson, a tailor, thwarted three bandits who. . . .
Exhausted after winging its way across three states, a carrier pigeon. . . .

Besides the summary lead, which attempts in one sentence to set before the reader the important facts as represented by the five W's, there are special types of opening sentences, the purpose of which is to arouse instantaneous interest by startling statements, questions, quotations, etc., leading up to a revelation of the important facts. These ways of opening a story are known under various names. The casual newspaper reader may recall having seen most of them but will have great difficulty duplicating them. They are designed to tempt the reader to read further. They are, in short, more invitation than disclosure. With a little experience most school writers might become fairly adept at the following types.

1. The punch lead. The object of this lead is to startle the reader with a brief statement that implies important action, and then follow with a lively explanation.

Marshall High will have more music.
Last year Mary Ellen couldn't swim.

2. The contrast lead is very effective when the writer wishes to emphasize the present achievement or status by setting against it a former condition. Poor and rich, obscure and famous, weak and strong, particularly of the same school or group or person, make a neatly balanced opening sentence and never fail to challenge attention.

In the same room of Roosevelt high school in which he once sat as the meekest of new freshmen, John Heskith, yesterday, assumed formal duties as principal by addressing the high school faculty.

3. The descriptive lead is useful in school news reporting in that it provides an easy approach to a story rich in setting. Schoolroom scenes, athletic events, assemblies, programs—all have pictorial possibilities. Its effect depends upon a brief word picture of the scene or the chief actor.

Long, hungry-looking, with black, intent eyes Harl York bends above his home-made generators. . . .

4. The quotation lead and the question might well be considered together. In the first the news is introduced by a striking quotation of the principal character, usually a speaker or a person interviewed. In the second, a question is asked which piques the curiosity of the reader. It is answered, of course, in the paragraphs that follow. Both types of leads may find fairly frequent use in school reporting.

"Utility is not the sole aim of education," says Lucus F. Hallett, president of Denver's Board of Education. "There are certain. . . . "

"When will we get an activity room?" is the question that is agitating the minds of Roosevelt high school club members as they. . . .

"A generation back we had just 'drawing' in the public schools," said William H. Vogel, art director of the Cincinnati public schools. . . .

In the lead paragraph also the school reporter must learn to include identification and authority. It is a constant requirement of newspapers, based on reader demand, that names and places be identified. In the school, persons may be identified by address, age, rank in faculty or class in school, relation to former news, relationship to well-known persons, occupation and address of parents. Sometimes two or more identifications will be used for the same person as, "Jerry Smith, twice winner of the Haynes sportsmanship cup and chairman of the Student Board. . . . "

Authority is demanded for all statements that come out of interviews and for many others. "Who said it?" is

the inevitable question of the editor. "How do you know?" Nowadays when 50 per cent of all news stories are based on interviews, the citing of authority is natural, yet the failure to do so is one of the most common weaknesses in the reporting of the novice. Because he has authority for what he says, he is satisfied; too often he does not see the need of communicating the authority to the reader.

Finding the Appeal.

Those who believe that news, especially straight-news, stories must be so packed that they have nothing of the whimsical, forceful, startling would do well to read the papers more carefully. School news, more than crime, scandal, or accident, has need of the adroit touch, the careful analysis of appeals. When the vital germ of news is obscured in a fog of pedagogical terms, as it too often is in reports of school officers to the press, one cannot blame the reader for saying the next day, "I didn't notice it." The searchlight of the reporter's art must point surely and swiftly to something in the fact or incident that is bound up closely with man's life. If the language used is unfamiliar to the reader or the news account begins with a dull recording of unimportant details, the writer has lost his reader before he ever found him.

Take, for the sake of illustration, a situation which might conceivably arise in any school. The children of the school have been taught economy in all things and have been saving their pennies diligently. But winter has settled over the city, and two children, brother and sister, have decided to give all their savings, $20, to the teacher to buy shoes for the poor little children of the room who need them and can't buy them.

Too often this beautiful story would be allowed to escape a world that beneath its brusqueness has a deep vein of tenderness. What would better illustrate the character building of the school than this incident? The story is not difficult to write, and a picture of the two children

might well be sent along as adding value for the newspapers. Here is how one reporter begins his story:

> Virginia and Frank Eaton, students at the Cooper school, believe that "Charity begins at home," in this case, the school room.
>
> Virginia, 10 years old, and Frank, 6, are the children of ————, They had heard so much about the present hard times. . . .

The story goes on to tell of the decision, of bringing the money to the teacher, of how they had saved it, etc. This story is of the feature type, the value of which is not in its intrinsic news but in its emotional appeal. Such stories with human-interest backgrounds find an unlimited field in education.

Particularly neglected among school people is this type of news. True, it requires more insight and more imagination to find and better writing to prepare for publication. But in the hands of a writer to whom school life has a thousand fascinating aspects, all arbitrary division between straight and feature news disappears. Almost every piece of school news has elements of human interest and is made to yield them. Statistics, methods, curriculum, student activities, plant, administration, all hold their quota of news with appeals that reach the whole community. To enhance the value of his news, the reporter takes pictures or arranges for them. He knows that meanings become clearer and emotions are stirred more quickly if a good picture accompanies his story. There follow two news stories, which appeared several days apart, the first clearly a feature story and the second somewhere between news and feature. The pictures are omitted from the second.

IN 1933: NO ENGLISH;
IN 1936: ON HONOR ROLL

Three years ago this month a slender, ambitious Chinese boy, 10 year old, came to this country with a relative from his home near Tai Kong, in southern China.

He was Toy Wi Young, and he came here to get an education.

At that time he could not understand English.

Today, the boy, now Walter Toy, has started a good foundation for that education, is on the high honor roll at Central junior high school.

Skips Second Grade

When he arrived in this country he came immediately to live with his grandfather, Toy Fun, proprietor of the Canton restaurant, 25 W. Main St. The last few weeks of the school period in 1933 he spent in the first grade at Doty school.

The next year, Walter (one of the men at the restaurant had given him that name) skipped the second grade and started on the third. By the end of the semester he was ready for the fourth grade.

During the next year he went through the fifth and sixth grade, and now is working smoothly—as the honor roll proves—in junior high school.

"I Wanted To Learn . . . "

In China he had had six years of schooling, but there he would not have had the opportunity he has in Madison, Walter declared.

"I wanted to learn something outside the village," he said.

Called out of class this morning, Walter politely and fluently answered questions, refused to have his picture taken. Asked if he intended to go to the university when he finished high school, he said:

"That I could not tell."

Likes 'Em All

His 11-year-old brother, Toy Gon Poy, is studying at Canton

with the intention of becoming a doctor.

In Central, Walter is taking history, geography, English, mathematics, music, art, physical education, chorus, and shop work.

"I like all subjects," he said.

But he's not losing his native tongue. He and his grandfather converse in that language, and Walter writes letters in Chinese to his parents.[1]

STUDENTS ACT LIKE LEGISLATORS, BUT KEEP FEET OFF DESKS

They kept their feet off the desks, didn't sneak cigaret puffs when the sergeant wasn't looking, kept their speeches short, and they stayed cold sober.

In all other respects, however, West Allis high school students functioned for all the world today like the Wisconsin legislature when they arrived at the capitol to become the mythical state government for two days.

Warned by 'Governor'

Soberly they listened to the warning of their governor, Thomas La Susa, that they pay attention to the pressing business of state and forget all about logrolling, boondoggling, and pork-barrel legislation.

They came to Madison with a whole slate of state officers, including enough to staff all important positions. They called on Lieut. Gov. Thomas J. O'Malley, had their pictures taken, granted a

[1] *Wisconsin State Journal*, Madison, Wis., May 19, 1936.

press conference, and then settled down to the business of lawmaking.

Bills Beat Message

Twelve bills were thrown into the legislative mill, but because someone slipped up in the carefully rehearsed procedure, the bills were introduced before the governor could appear to demand the legislation.

Gov. La Susa, black-haired, dark-eyed, nattily dressed in gray with only a bandaged boil on his neck to disturb his dignity, told newspapermen he was against boondoggling, in favor of "self-respecting work which has some future good," and noncommittal on "production for use."

Glenn Frank, he said, "knows his stuff and is all right as far as I am concerned. John Chapple should try to find something worth while in the other fellow's philosophy instead of being willing to exterminate everyone on sight who shows radical tendencies."

The student politicians kept their own tendencies pretty well concealed in the legislation introduced. There was a bill to prohibit suits for alienation of affections, and breach of promise, which showed the influence of their real senator, William H. Shenners Jr., who introduced such an ill-fated bill in the last legislature. Shenners was with them today.

An old-age-pension bill proved more liberal than that actually enacted by the legislature. The measure called for pensions of $18 to $40 to those 60 years of age or over (the state law sets the age at 65), with pensions ranging from $18 to $40 (state law has a $30 a month maximum).

More Legislation

The student legislators also submitted legislation calling for a unicameral legislature, improved school medical attention, imposing a 2 per cent sales tax on all transactions except those involving sale of farm produce, banning manufacture and sale of adulterated or misbranded foods, drugs, and cosmetics.

All bills were referred to the appropriate committees, which were to hold public hearings in the capitol this afternoon. Final action will be taken Saturday morning.

The 'legislators' were urged to ponder carefully their governor's warning that "we must either solve this problem of unemployment or go down to defeat with it. The problem before us is not to be solved by time, inflation, or hope for a miracle."

During their stay here, the West Allis students are housed in University of Wisconsin dormitories and fraternity and sorority houses. The campus will be their host at a banquet in the Memorial union Saturday night.[1]

Newspaper English.

The English of the so-called educational articles and the English of the school news story are distinctly unlike. The educator, speaking through professional journals to his fellows, or through formal reports to his faculty, uses many terms which to the uninformed public would appear to be as much a cant as the language of the print shop or the pharmacy. Yet those same terms and the same formal assembling of ideas characterize the infrequent efforts of

[1] *Idem*, May 15, 1936.

many school heads to write about the schools in the newspapers. The general recognition of this deficiency is indicated by such expressions as the following:

Whether the copy is intended to be dramatic or merely informational, there is no excuse for some of the faults that are all too characteristic of "education" public-relations copy. The greatest of these mistakes is the writing of copy in that mysterious language called "pedageese." Such words as "projects," "individualization," "motivation," and "rehabilitation" have little or no vital meaning to the layman. If the article is intended for reading by the public, it must be written in the layman's language.[1]

Avoid the use of technical terms, unless the public in your community understands their educational terms—and the chances are that the readers will not understand them. It is confusing to write about I.Q.'s, media, remedial tests, activity programs, or extracurriculum when the public does not understand what these terms stand for or mean.[2]

The newspaper editors accuse us of being verbose; they tell us that we are too technical in our language; they say we are prone to follow the essay form; they insist that we have not learned news values. Whether this be true or not it is certain that if we are to utilize certain media for school publicity, we must learn to use their language and style. We must, above all, be interesting. We must learn to talk to our various groups in the language which they can understand. We must admit, at the start, that a long involved article phrased in the technical language which we have built into our profession will not be of great interest to the lay public. The best way to tell our story so that it will create interest and be understood, we must learn. Without it our efforts will be futile.[3]

School news is good news, provided it is interestingly written. One reason, a very pertinent reason, too, that more school news is not published is that school officials, whether superintendents or teachers, do not know how to write a news story. Educators are miserably poor journalists. A colleague of mine told me that she had stopped giving

[1] A. H. Rice, Printed Word in Public Relations, *Education*, Vol. 55 (February, 1935), p. 347.

[2] Writing the Story, *Journal of National Education Association*, Vol. 19 (March, 1930), p. 76.

[3] Rollo G. Reynolds, Publicity for the Public Schools, *Teachers College Record*, Vol. 25 (March, 1924), p. 97.

to the college paper any items about her department, because the editor always spoiled them by leaving out the important part. I asked her where she put the most important part of her story, and she answered, "At the end, of course." Shades of Horace Greeley![1]

Newspaper English is first of all clear English. It is based on the assumption that the average reader is not well educated and not particularly interested. The aim of the reporter is to write so compactly, so vividly, and so clearly that busy, careless people will stop, read, and respond emotionally or mentally. In order to do this he must study constantly the simplest, most dignified, and most emphatic words, phrases, and sentence structures. He must learn to avoid complex sentence combinations and ambiguous or tautological expressions.

A good newspaper style demands constant practice in the use of concrete nouns rather than abstract ones. The reporter does not see a bird in a bush but a brown thrush in a lilac bush; he reports not that "the mother bade her daughter an affectionate farewell," but that "the mother gave her daughter a kiss and a twenty-dollar bill." He forces himself always to resolve an act or a fact into its most realizable terms. Nouns with rich connotation, with feeling attached to them, are favored in preference to newer words in the language.

Verbs must be alive; they, too, must be specific, must particularize an action. In newspaper English a man rarely walks. He may stagger, or plunge, or hobble, or even stroll. Walking conveys too little significance. So most of the general verbs of careless writing are eschewed by the capable journalist. He cannot hope to maintain a lively narrative unless his verbs are vitalized and fresh.

In general, he avoids adjectives and adverbs, for he has learned that the well-chosen noun or verb can often express more than the weak one with a modifier. William Allen White is once supposed to have told a class of young jour-

[1] CALVIN T. RYAN, Teaching School Officials to Handle Their Own Publicity, *Nation's Schools*, Vol. 6 (December, 1930), p. 35.

nalists that they should substitute *damn* for *very* in their copy because the compositor would cut out the *damn*—as he should the *very*. When the reporter does use modifiers he insists that they be colorful. He learns to eliminate all unnecessary words and phrases from his copy. Whereas he used to write, "on the corner of James Street and Blake Avenue," he now writes "at James Street and Blake Avenue." "At the present time" has become "at present" and "a crowd of 500 people were in attendance" has been shortened to "500 persons were present."

He learns to write impersonally, to suppress all opinion he may entertain, and to keep his own emotional coloring out of his narrative. He avoids the use of the superlative, believing that rarely is a crowd the largest, a game the fastest, a method the best, or a building the "finest." Especially does he weed out of his writing what is probably the most flagrant offense of the young writer, the trite words and expressions that come so easily and mean so little. Newspaper men call such phrases bromides and exert the full force of their displeasure against them. The writer who consistently uses "wise as an owl," "black as coal," "sober as a judge," or "cheap as dirt," instead of fashioning new figures to fit the immediate need, does his thinking by pattern and can be of little use as a newspaper writer.

Besides the hackneyed figures of speech, rubber-stamp phrases of other kinds lie in wait for the indolent writer. There are synonyms such as "the grim reaper," "toothsome viands," and "acid test;" and descriptive phrases, the one-time happy coinage of original minds but now sadly bespattered by indiscriminate and stupid use, such as "tripped the light fantastic," "checkered career," and "riot of color."

Passive voice the apt reporter soon learns to discard for active voice except in the instances when passive produces the emphasis where he wishes it. Similarly he avoids "there is" and "there are" and "it is" as much as possible

as being idealess combinations, delaying the impact of the thought. On the other hand, he is not afraid to bring in from the street words so new and pungent that they have not yet escaped from slang. As a matter of fact newspapers in their search for vividness are constantly adding to accepted English. Words such as hoodlum, yegg, fan, gridiron, boss, sweat-shop are expressive words given standing and permanence by newspaper use.

In short, newspaper English is modern English at its crispest, clearest, and most compact. It is dignified but vivid, simple but varied, ample but nontechnical. It is not chance that a good proportion of the best known novelists of today formed their styles in the workshop of the newspaper. Sinclair Lewis, Theodore Dreiser, and Willa Cather are among them. Is it too much to ask that school people crawl out of their last year's skins and catch the spirit and the flesh of this vital English which they must subjugate if they are to write for a hurrying but not unsympathetic public?

Some Hints on Newspaper Copy.

By way of summary and for further guidance some brief suggestions on preparation of newspaper copy are set down here:

1. The information must be accurate.
2. The story or article must be brief.
3. It must contain all the facts.
4. The first paragraph must answer the questions, Who? What? When? Where? and, if possible, Why? and How?
5. The details must be arranged in the order of importance so that if the article or story is cut to fit a certain space the essential elements will remain.
6. Use short, clear sentences. Write news, not literature.
7. Names should be used when possible.
8. School men must write with the public and not educators in mind. English should be clear, compact, and vivid.

9. A striking headline should be used. It may not be printed but the essential idea will be used.

10. No personal opinion should be expressed in a news story.

11. When news depends for its value on immediacy, it must be to the newspaper before the first dead line.

12. Copy should be typewritten and double-spaced, beginning about one-third of the way down on the first page.

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CHAPTER VI

STORY OF THE SCHOOL

The Crux of the Program.

More important than details of organization, more important even than skill in writing school news, is knowing what to write. Most school interpretation programs, launched with enthusiasm, bog down in the search for the hundreds of integral parts of the continuous story of the schools. And with cause. No part of the program is harder—even when the chief participants are trained in news values. The school story is the story of a highly complicated organism. From practice, and partly from tradition, the story has been told too sketchily and with too much emphasis in the wrong places and little or none in the right places.

It is to offer some hope of revising that story that this chapter is written. Others have given suggestions. No one believes that there is actually a dearth of publishable news in the schools. Farley in a relatively short time gathered 2,000 school news stories and articles on every conceivable news topic. Says R. G. Reynolds:

> We have something to tell. There is no doubt of that. The public schools are full of stories—good stories, interesting stories. The effective publicity organization will find plenty of things to tell about.[1]

However, the knowledge that thousands of potential news stories lie buried in his school does not help the school head or director of interpretation. He must have definite suggestions on how to find them, how to grasp the values

[1] Rollo G. Reynolds, Publicity for the Public Schools, *Teachers College Record*, Vol. 25 (March, 1924), p. 97.

in them, and how to dig deeper for even more facts of interest and value to the public.

One of the first things he must learn is to distinguish between "spot" news, news that must be printed immediately, and news that does not depend upon prompt reporting for its basic appeal. In the first category will fall most of the facts included in the so-called publicity or interpretation calendars. Links in the progress of the school year, appointments to the faculty, announcements of plans, adoptions of budgets, etc. Chief among the news stories in the second category will be feature stories of interesting field trips, projects, methods, student government, and the like. Human interest may be focused on achievement or sacrifice by individual pupils, on colorful enterprises of any kind.

The Calendar of Interpretation.

Since the interpretation director must depend on timely or spot news and on all of the more or less hidden sources of feature and human interest, involving exploration of the daily life of the pupils and teachers, he will probably find very valuable the use of a calendar of interpretation to supplement the school information service explained in Chap. IV. How he chooses to derive this calendar in order to be assured that it is reasonably complete will probably depend on the size of his school system and on the assistance he may have from active participants in the program of interpretation.

J. G. Fowlkes devised a calendar for the year on the basis of what actually appeared in Wisconsin newspapers. He analyzed 25,232 articles from 4,727 issues of daily and weekly newspapers during the school year of 1929–1930. It might with some justice be accepted by a director as suggestive, bearing in mind that it is based on actual practice and suffers from any shortcoming that may obtain in practice. The program as suggested for one month, probably fairly typical, follows on the next page.

October: how the school accommodates the increasing number of pupils; how the school has adjusted itself to the community; progress of new departments; opening of continuation schools; opening of evening schools; opening of vocational schools; offerings of continuation, evening, and vocational schools; Americanization programs for Columbus Day, October 12; school playgrounds; school budget; articles on adult and parent education; honor roll for the first six weeks; attendance report for the first six weeks; thrift campaigns, school savings, needs of the school at the November elections; minutes of the meetings of the board of education; recent additions to the library; junior traffic officers and their duties; reports of open meetings at which teachers explain their work; doings of parent-teacher and band mother clubs; extra-curricular news; football games; standing of football teams; other athletic activities; intramural programs; school social affairs; school fairs; work of school clubs and organizations.[1]

It illustrates well the seasonal nature of much of school information. Yet even the obviously seasonal and important is overlooked if a basic program for timely news is not followed and revised from year to year. Such a calendar might contain in addition to suggested newspaper stories other types of interpretation. Typical of such calendars is one printed in a recent issue of the *Journal of the National Education Association*. From it the program for two representative months is here reproduced.

October
- Newspapers
 - School needs at November election
 - Student council and club organization
 - Provision for adult education
 - Report of health examinations
 - Adaptation of courses to student needs
- Meetings
 - State and local teachers' associations
 - P.T.A. meetings
- Assembly programs
 - Addresses by prominent citizens
 - Addresses by faculty members

[1] J. G. FOWLKES, Planning the School Publicity Program for the Year, *Nation's Schools*, Vol. 6 (September, 1930), p. 84.

February
- Newspapers
 - Winter convention of the N.E.A.
 - Changes in teaching personnel
 - Classroom projects
 - Provisions for safety in the schools
 - Results with undernourished children
 - Reports of the school research division
 - The school cafeteria
 - Program to honor Lincoln and Washington
- Radio address by President of P.T.A. on home and school cooperation
- Publications
 - Special midyear issues of school papers[1]

Certain Problems.

A good calendar of interpretation, however, is only a beginning. There are to be solved important matters of how to make the stream of information at once interesting to the public and true to the objectives of education generally and locally, how to keep an appropriate balance between the various facets of the schools, and how to develop sensitivity to public understanding and approval. No doubt school men will find still other important problems. Many such problems will be purely local or temporary. The one most difficult question to answer is not adequately answered except by long and careful analysis of public attitudes and knowledge. That question is what is most worth telling the public about the schools. The best answer to date is afforded by Farley,[2] for whom 5,067 school patrons and others interested in the schools rated thirteen topics of school news in order of interest to them. They placed the progress and achievement of pupils first; next, methods of instruction; then health of pupils, courses

[1] A Calendar of Interpretation, *Journal of the National Education Association*, Vol. 19 (October, 1930), p. 208.

[2] Belmont Farley, What to Tell the People About the Public Schools, *Teachers College Record*, Vol. 32 (February, 1931), pp. 471–473. Abstract of book by same title, Teachers College, Columbia University, Contributions to Education, No. 355.

of study, and value of education. In decreasing order of interest they indicated discipline and behavior of pupils, qualifications and activities of teachers and school officers, attendance of pupils, buildings, business management and finance, action of the board of education, parent-teacher meetings, and extracurricular activities.

J. E. Morgan has fairly put the question:

> What shall be interpreted? What are the goals, the ideals, the values, the plans, and the data which are to give direction to culture and civilization?[1]

Any well-developed program not only must attempt to keep abreast of the school year in news but must even more urgently provide through news stories and articles of all sorts for the elucidation of the fundamental aims of the schools, secondary, elementary, and special. The school should be interpreted in the light of these aims. School news should not be written merely because it has elements of community interest; it should be made to contribute to the meaning and nature of school life.

Changing times also condition the nature of the news output. Since the depression school men have been aware of new trends in educational thought and practice. New needs are seen and new premises are made basic to interpretation programs. Henry postulates as fundamental to future educational interpretation these premises.

1. Wholesome personality development and desirable character formation are more important to the common good than any direct relationship between formal schooling and vocational or professional reward. Education for enjoyment, education for inspiration, education for enlightenment, as well as education for informational ends, are essential to that integration of personality which makes for individual happiness and desirable socialization. These, in turn, may contribute to individual success, but they in themselves are important.

New attention must be given to avocational as well as to vocational education; curriculum adjustment in terms of the many rather than the

[1] J. E. MORGAN, Interpretation of Education, *National Education Association Journal*, Vol. 22 (October, 1933), p. 177.

few; community service; adult education; and, in general, differentiation of educational opportunity so that every one has a chance for "an abundant social and individual life in accordance with his capacity."

2. Education is essential to a democracy, inasmuch as it contributes to the development of those qualities of character and those social attitudes that are basic to successful participation in democratic government. Public education, in contributing to an understanding of social trends and an appreciation of democracy, must be regarded as the one great defense against the attacks upon the general morale made by despair, poverty, confusion, and doubt. Admitting many of the inadequacies of public education, we can still maintain that it is the one paramount stabilizing social force in meeting the enemies of democratic government. More than ever before do we need resistance against the appeal of the demagogue, and against the irrationalism of much that finds its way into print.[1]

Probably the most satisfactory way to prepare to tell the public about the schools is to make a complete survey of school and community. Some answer to many of the questions of what to tell will be furnished by the survey. Only through such means can the school man know his community and know his school, and only by knowing them can he arrange to tell what will be mutually instructive and interesting. It is not the purpose of this book to develop the survey techniques. It can only urge for school heads complete and constant knowledge of their schools and communities, developed by a preliminary survey and maintained by continued study of changes that occur.

Sources of School News.

It was pointed out that the calendar of interpretation could be only suggestive and would be most useful in pointing the way to likely "spot" news. Equally important are careful analyses of all the sources of school news and constant watchfulness for incidents or facts through the reporting of which the meanings of the school and the flavor of its life may be made interesting and understandable.

[1] D. D. HENRY, Approaching the Public—New Style, *Nation's Schools*, Vol. 16 (December, 1935), p. 24.

In the remainder of this chapter an arbitrary classification of news sources will be followed, and news possibilities will be pointed out in each classification. Carefully selected examples taken from newspapers will be used to suggest possible treatment of facts. The order of interest revealed by Farley is followed approximately, though fewer categories are used in the present classification.

Instruction. The classroom is particularly rich in human-interest and feature story possibilities. Classroom scenes on all school levels may be made fascinating and informative to newspaper readers. In some cases the reporter goes into the classroom and simply chronicles as faithfully as he can what takes place there. Teachers may even report very successfully activities in their own classes. The class, of course, must be doing something worth reporting. The style of such a report must be lively, descriptive, and detailed with a lead calculated to thrust the reader immediately into the atmosphere of the particular classroom. Such a story must always be specific; that is, it must deal with one classroom scene unless its purpose is to offer contrast, such as between "then" and "now" or the good and the bad. The value of classroom scenes is enhanced by accompanying pictures.

Similar to a depiction of a classroom scene and often combined with it is the story that seeks to present as vividly as possible a new method of teaching or a unique instructional achievement. Stories featuring classroom practice are most effective when they are particularized, rather than generalized, and when they are informal and chatty. Note the following lead.

> They teach science differently in the public schools nowadays.
>
> Ten or fifteen years ago the student was given a solemn looking little book, the first paragraph of which started out with "Physics is the science, etc., etc., etc." And then came a lot of dingy definitions as to what force is and what energy is and what mass is and a lot of stuff that somehow gagged the poor reader beyond hope of digestion.[1]

[1] LOOMS, GEORGE, *Denver Times*, Nov. 20, 1924.

A highly particularized and understandable account of a newer method of teaching is illustrated by the news story that follows. The last three paragraphs, which continued the history of boats, are not included.

HISTORY OF BOATS WRITTEN AT TAYLOR

Cruise-minded folk can get the atmosphere for water voyages by just boarding the sailboat made in the 3B room at Taylor school and looking off into the blue ocean vista created in a stunning wrapping-paper mural made as a background for the project.

As interesting as their building activity was the history of boats compiled by Betty Goodenough, Vernon Kelchner, Teddy Roger, James Myers, Jack Anderson, Raymond Petrzelka and Donald Christenson. It reads as follows:

"No one knows who made the first boats. It may have been the Egyptians, or the Chinese, or some other people.

"But we do know that more than five thousand years ago people had boats, because they carved pictures of boats on the walls of their temples, and in many other places.

First Rode on Logs

"At first men rode on logs, and paddled with their hands and feet. This was very dangerous as the log rolled over very easily. If they moved their families they needed larger boats.

"Logs were tied together with long strips of skin. These were pushed by a long pole. They called these rafts. Later a floor was laid on the raft. This was much better, as their belongings were kept dry.

> "About 1,000 years after this, some one made a dugout. The dugout moved faster than the raft, and was much easier to steer. Dugouts were propelled by paddles or oars. Dugouts were too heavy to carry from one stream to another, and could only be used on one stream.
>
> "Someone thought of a way to build a lighter boat. This was the canoe. Canoes have a light wooden frame, and are covered with skins of animals, or birch bark. To make it water tight resin was put along the seams. The canoe could be carried from one stream to another.
>
> "At this time people began to use oars, and the rowboat came into use . . .[1]

In general new departures in method lend themselves well to compelling accounts. Those which produce cooperative effort or result in some tangible evidence of learning that the reporter can describe or photograph are easily made interesting to the public. So, for that matter, are other modes of instruction if thoroughly understood by the reporter, especially if the method is used by a skillful and enthusiastic teacher.

Demonstrations of classroom learning, of skill acquired in the classroom, or of things made in connection with class work yield good interpretative stories. A few headlines will suggest some of the possibilities:

> **HIGH-SCHOOL GIRLS GIVE FASHION SHOW**
>
> * * *
>
> **LIVELIER CLASSES TO ENTICE PUPILS**
>
> ---
>
> **Interesting Movies and Models Being Added by City Schools To Reduce Formality**

[1] Cedar Rapids *Gazette* (Cedar Rapids, Iowa), May 9, 1936, from special school page, "The School Gazette," edited by Adeline Taylor.

NEW STUDY METHOD
SOLVES HIGH-SCHOOL
PROBLEM

* * *

CLASSES TRAINED
FOR HOME STUDY

Junior High Schools Testing
New Method

* * *

JOHNSON 5A WILL
CONDUCT SIGHTSEEING
TOUR THROUGH JAPAN

* * *

HANDSOME GARDENS ARE
BUILT AT DYER

* * *

Under the general head of instruction there are possible many news and feature stories concerning methods of dealing with special types of pupils in special classes, experiments in learning, and methods employed in guidance. Alert reporters in the information service will find hints for stories in conversations with supervisors and visiting teachers. Supervisors are usually the first to spot unusual developments in instruction, and visiting teachers have points of views and experiences that make good news copy.

Much interest of late focuses on methods of classifying pupils and promoting them. Such methods need clarifying. Too many erroneous notions start up in communities in which classes are sectioned without adequate explanation of method or reason. Perhaps complete exploration should come in a bulletin to parents and other interested citizens near the beginning of the year. However, news stories featuring methods of the several sections, opportunities for individualized work, and rate of progress should be useful. Records and grades, honor rolls, measures of achievement, and measures of intelligence, attitudes, and

aptitudes are invariably interesting to the public if presented in nontechnical and highly concrete form.

Other matters relating to instruction upon which revealing news stories may be written concern school supplies and equipment; movies and radio; collections made in connection with studies or hobbies (sometimes they are strange and fascinating); pupil-made instruments such as telescopes or galvanometers; power machines such as those made by a newly organized industrial-arts class in Virginia, Minn.; or contests revealing the learning or skill of pupils, such as spelling, grammar, or arithmetic meets between selected pupils and members of the community. Parts of two stories of instruction follow:

To find a complete chain grocery store on the fourth floor of a large school building is something of a surprise to visitors. But inspection reveals the store is not a commercial enterprise, but is an integral part of the school's instructional equipment.

The school is the Essex County Boys' Vocational School at Sussex avenue and First street, and training in the store is part of the general vocational course. The course was developed after unemployment conditions became general and many opportunities formerly open to boys trained in skilled trades were no longer available.[1]

When Franklin junior-high sewing girls read their A B C's they do it in terms of fashion, and how well they do it was aptly demonstrated in their alphabetical fashion revue given for a girl's assembly in the school's little theater Tuesday. As Carolyn Cornish recited the rhymed couplets introducing afternoon frocks, beach pajamas, cotton ensembles, and the rest of the alphabetical setup, young seamstresses acted out the lines by modeling dresses of their own making, walking across the stage to the rhythm of piano melodies played by Mary Louise Giovanazzi.

The fashion parade ranged from active sports ensembles including shorts, beach pajamas, and sunback frocks to more formal tea and bridge frocks in crisp lawn and organdies. Both beginners' and advanced classes were represented, the elementary units making their appearances in cooking-class uniforms which they make in sewing work. Uniforms were of varied pastel colors with monograms embroidered on matching cap, apron, and hot-pan lifter.

[1] L. H. Morris, Newark *Evening News*, Apr. 11, 1936.

Cotton Materials Popular

Most of the mannequins were wearing gowns fashioned of cotton. . . [1]

Pupils Achievement. Almost inseparable from instruction are the pupils themselves. However, the focus of attention is often on the achievement or progress of the pupil rather than upon the means pursued. Since the avowed purpose of the school is to develop individual personality and power the separate classification is a reasonable one. Such overlapping as exists is recognized as inevitable and desirable. Often, indeed, the skilled writer will seek definitely to relate the achievements with the method through which it was achieved.

Some of the most important community-interest stories in this general category relate to progress of the children from grade to grade. Statistics and graphs showing retardation and acceleration, and graphs showing pupil mortality from the first grade through high school usually arouse the active interest of patrons. Most aspects of child accounting yield good interpretative news stories.

Feature news is found in gifted children, in exhibits and displays of individual work, or in accomplishments in music or the other arts. Actually everyone who reads is interested in awards and honors of all sorts to individuals or groups. Scholarships, valedictory honors, scholastic averages are read and discussed. If work is stimulated by such recognition in the school, the community should be helped to understand the purpose and significance of the recognition.

Similarly people are interested in personality developments, in stories of sacrifice, courage, honesty, or stick-to-it-iveness. Such stories help to focus attention on the school's efforts to develop latent qualities and to inculcate

[1] Cedar Rapids *Gazette* (Cedar Rapids, Iowa), May 9, 1936. Both stories carried illustrations and were long, the first nearly a column, the second almost two columns.

desirable traits. The girl who entered high school from the backwoods of northern Wisconsin with no previous instruction except on her mother's knee, and yet became the editor-in-chief of the high-school paper when she was a junior; the boy whom nobody knew who was being acclaimed by science teachers as a genius, a young Pupin; the eighth-grade girl who wrote charming lyrics with spontaneous ease; the young man of twenty-two, self-supporting and determined, entering the freshman class to get an education. These are the things of which school drama is made, and the public should know of them, should understand the motives and attitudes and loyalties and drives that the school fosters in its pupils.

The achievements of alumni and former students are also of interest. They are stimulating to pupils and to citizens and help to illustrate the values of education. Pupil participation in community affairs, safety campaigns, assuming civic positions for a day, or appearing before service groups as a representative of a school or school group makes good news copy. The story of a group of high-school students who play at running the city for a day is read with appreciation and some surprise by elders, who usually do not believe the high-school students to be sufficiently mature.

Of value also are facts concerning the achievement of pupils in the local school relative to those of pupils in schools of neighboring communities or comparable cities. Scores on standardized tests in the several subjects furnish data for comparisons. Comparable age-grade studies may also be made.

There follow news stories and parts of stories which will illustrate approaches to this type of story.

SCHOOL SEEKS 250 GENIUSES

New Music-art Center for Gifted Pupils.

WON'T TRAIN FOR POSITIONS

But Will Provide Basis for Future Specialization

Principals of the city education system today began to comb their schools for 250 prospective geniuses in the field of music and art. "Especially gifted" boys and girls will be recommended by them for admittance to the new Music Art High School, which will open next February in the old teacher-training college at 135th street and Convent avenue.

In requesting principals to suggest students for the new school, Superintendent of Schools Harold G. Campbell announced for the first time the scope of the institution. It will not offer specialized vocational training, "leading directly to employment upon graduation," but it will offer a basis for later specialization.

Pupils will be admitted only if their parents consent, and all those selected must have the ability to complete the academic or general course of the secondary school system.[1]

EAST SIDE HIGH GRADUATE IS ACTIVE AS AN AMATEUR

Stephen Sinkez feels he has never been able to devote as much time to amateur radio as his interest in the hobby would warrant. Even so, in the five years he has operated his Station W2DOR from his home at 52 Houston street he has, among other accomplishments, been in two-way communication with six European countries, relayed, free

[1] New York *Sun*, Dec. 7, 1935.

of charge, scores of messages, many of which originated among his friends and neighbors, and has made many interesting contacts, including one with a plane on a cross-country flight.

A student at East Side High School when he first became interested in radio Sinkez joined the school's radio club. None of the club members was a licensed amateur and Sinkez determined to be the first of the group to obtain a ticket, so as to be able to instruct the others.[1]

SELF-EXPRESSION FINDS OUTLET IN WRITING RHYMES

Self-expression is an important part of every unit of study in the public-school system, its results being particularly evident in the rhymes produced by intermediate children in the course of various classes of their work. Examples of this work, picked up at random in different schools from varying departments, are printed here:

The Wind

When the wind is passing by,
You can hear its low and moaning cry.
The wind makes the trees bow down their heads,
And hurls the flowers from their beds.
Isn't that very odd?
I think the wind must be their God!

Adella Joyner, 4B Tyler.

Book Village

I always think of a book as a house,

[1] Newark *News*, Apr. 11, 1936. A photograph separated the headline from the story.

And the cover, the outside wall;
The chapters inside, furnished rooms, bright or sad,
To please the fancies of all.

In one room, perhaps, a prince may be seen;
In another, his fair little bride;
In the next, Cinderella awaits her coach,
To be taken for a pleasure ride.

And my library seems like a village,
With houses all in a row.
And when adventure, or fun, I want,
Straight to my library I go.
Betty Subotnek, 6B Taylor.[1]

STUDENT PATROLS AID SAFETY DRIVE

Protect Children at Crossings While on Way To and From School, Cooperating With Police—Selected Group

Safety patrols in all of the elementary and junior high schools and service leagues in the vocational and senior high schools are the organizations which help to insure greater safety among the boys and girls of the Elizabeth public schools. Patrolman John Brennan directs the safety-patrol activities in all of the schools, and each year installs the patrol officers who are selected by the principals and teachers in the various buildings. Safety patrol at the curbs by the schoolboys with the aid of members of the Elizabeth police force who help to direct traffic is one of the important features of the

[1] Cedar Rapids *Gazette* (Cedar Rapids, Iowa), Mar. 28, 1936.

> safety measures taken in the schools.[1]

Lillian Carsten, junior, leads the Hastings high-school privilege list at the end of the fifth six weeks' period with twenty honor points.

Frances Brown, with nineteen points, is in second place; Crane Rosenbaum is third, with eighteen; others on the privilege list: . . . [2]

More than 1,200 youthful artists, accompanied by members of their families, filled the auditorium of the Washington Irving High School yesterday morning to receive silver cups and medals in the twenty-third annual Wanamaker drawing competition for school children. . . . [3]

Curriculum. When the average citizen asks the familiar question, "What do they do in the schools?" he is wondering what is taught and what experiences are given children outside the classroom. Under the general head of curriculum in this discussion will be considered courses of study, library service, provision for health and normal physical growth—in short, all the experiences planned by the school for the mental, moral, aesthetic, and physical development of the child throughout the public-school years.

It is in the enormous field of school activity that the public is least informed and most challenging. Educators have balked from newspaper discussion of courses of study though they have managed fairly interesting accounts of health work and some of the newer and more unusual services of the school. Courses of study, they have said, cannot be made interesting enough to get the public's attention. Yet the public wants very much to know what is being taught. Some schools, feeling the need for complete exploration, have endeavored to tell about every field of instruction. In Denver it was done through a series of "run-of-the-paper" news stories with a decided feature slant; in Rochester they were prepared in articles, terse, clear, and complete, and appeared under the caption "The Public School Program." The opening paragraphs of two

[1] Elizabeth *Journal*, Sept. 14, 1935. The story was illustrated with a four-column cut.

[2] St. Paul *Pioneer Press*, May 4, 1935.

[3] New York *Times*, May 12, 1935.

of the stories from Denver are included here to show how interest was captured when the news form was used.

APPRECIATION OF ART AND BEAUTY TAUGHT IN SCHOOLS OF DENVER

Talent of Pupils Finds Outlet in Numerous Directions and Many Fine and Original Things Are Produced

There are some posters designed for Good Health Week hanging in the Auditorium of the Metropolitan Building, some striking posters in which there is evident a sense of humor, a dash of originality, and that arresting quality which distinguishes good posters from bad. There are 115 of them and they are all designed and executed by Denver schoolchildren, mostly from the fifth grade, and if you will give them a careful study and survey you will come to the conclusion that compared with 115 posters from the best commercial artists in Denver, these former will have the decided edge.[1]

* * *

STUDY OF GEOGRAPHY NOW MADE FIRST STEP IN SOCIAL SCIENCE

Sometime in the general program of education there comes a time to direct children's thoughts to "people." Natural science has had a great stressing in our day and generation; social science is getting relatively more and more attention. Social science is now recognized as a part of the elementary and general equipment which every child should have. So, in the seventh, eighth, and ninth

[1] GEORGE LOOMS, *Denver Times*, Nov. 21, 1924.

> grade all Denver public-school children have some consecutive and planned instruction in the study of "people." Many children leave public school after the ninth grade and the course in social science, as well as the course in natural science, is planned to give the child some general notions, in order that his mind may be left open and curious for further information and not hermetically sealed as may be the case when he is encouraged to feel that such studies are only for the more fortunate and the more erudite.[1]

Because of the tangible results produced and the exhibits and demonstrations possible, practical-arts subjects in general have had more exposition in the press than have academic subjects. All vocational work has elements of public interest that suggest attractive news stories. The public is interested whenever pupils attempt to reproduce the situations and problems of adult life in its industrial or governmental aspects. The reporter with a camera and a facile pen can explain effectively the project work in the grades, agriculture courses, industrial-arts shop, home economics, commercial courses of all sorts, hygiene, physical education, the fine arts, dramatics, and journalism. Even the strictly academic subjects under modern curriculum making and instruction are sufficiently vitalized to offer little difficulty for the resourceful reporter. A few headlines from newspapers will indicate types of curriculum stories.

> **SALESMANSHIP CLASS AT EAST NIGHT**
>
> * * *
>
> **WORLD PROBLEM COURSE OUTLINED**
>
> **Will Give H. S. Students Background of Current Issues**
>
> * * *

[1] *Idem*, Nov. 23, 1924.

MODERN CURRICULUM IN ENGLISH IS PREPARED FOR NEW-ERA CHILD

* * *

NORTH HIGH BOYS BUILD THEIR OWN RACING CARS IN SCHOOL MACHINE SHOP

* * *

ARITHMETIC STUDY TO BE HUMANIZED

Pupils Might Appreciate Even Fathers' Income Tax Blank Under New School Plan

OTHER LINKS TO DAILY LIFE

City Educators Also Plan to Drop Parrotlike Use of Standardized Tables

* * *

Curriculum news will also embrace discussion of curriculum building and revision. Such news is often timely, involving reports of the progress and discoveries made by the committee or committees engaged in the work. Experiments and surveys bearing on curriculum content make good matter for news stories or explanatory articles. Relationships between curriculum and community needs may be thus pointed out. Nationality and vocational composition of the public-school population will appear in its relation to the educational aims of the school. During the course of a significant program of curriculum revision frequent news stories should appear.

Educational and vocational guidance, special work in character training and religious education, the fine arts, and the promotion of hobbies are all important sources of news as are facts about pupil health and steps taken to improve it. Aims and methods of health education should be explained regularly and health facts presented. A column under such a head as "Your Children's Health" written by a school doctor and published once a week or oftener would probably be welcomed by the newspaper and

would certainly be valuable to patrons and the school. The community is immensely interested in the physical well-being of its children. Data from physical examinations and inspections, and studies of physical defects and their correction might be the subject of news stories and articles. Comparison with other communities and with past years should be made. Cost and extent of health education, provision for sanitation, service for undernourished or malnourished children, safety devices in and around school, regulations for personal cleanliness, equipment and control of playgrounds, medical service available—all are important to the community and should be told as clearly, interestingly, and frequently as possible. Communicable diseases in the community during the school year, epidemics among schoolchildren, and amount of absence due to illness are significant subjects for news treatment.

The curriculum in its broadest aspects also needs frequent exposition. Answers should be furnished to such questions as these raised by Compton.[1]

1. To what extent is the curriculum meeting community needs?
2. What are the requirements for graduation from high school?
3. To what extent are provided extra school activities?
4. What are the subjects offered in the evening school? Continuation school?

Moreover people are interested in what courses students prefer and why new courses are planned. Unusual courses elected by pupils or offered for limited groups, such as etiquette, make-up, or chain-store management should be carefully explained. Most of the popular disapproval of so-called fads and frills could be dispelled by sympathetic and constant reporting of curricular progress.

Organization and Administration. What do patrons want to know about the organization and administration of the public schools? Substantially everything—if presented in

[1] C. V. COMPTON, What the Public Wants to Know, *American School Board Journal*, Vol. 82 (May, 1931), pp. 74 *ff.*

small enough and definite enough segments. They want to know the size and composition of the school board, and how it compares in size and manner of selection with boards in comparable cities. Very few people know what the school board does, what powers it keeps and what it allocates, when it meets, how it conducts business, or who may attend meetings. Facts might also be given at appropriate times on relationships between the board and the public and on the history of the school board generally and in the local community.

The superintendent and his powers, duties, and responsibilities are also of moment to citizens. When a new superintendent is elected, they want to know his history, qualifications, and educational philosophy. When he assumes office, they want to hear of his administrative plans and hopes. He is always among the most public figures in the community. His public appearances, his opinions on education and local affairs generally are, therefore, of substance to local readers. His annual report and his appearances before the board, his requests for public support, financial or otherwise, and his public announcements or warnings concerning health or attendance or new regulations should always have liberal discussion in the press if the public is to keep abreast of his administration.

Assistant superintendents, research directors, principals, attendance officers, and others who constitute the administrative personnel of the public school should be seen by the public in their relationship to the whole enterprise. This may be effected through a series of articles or news stories or by a single article written when timely to disclose the wheels which make the schools go around.

Moreover there will be continual need for news accounts of administrative activities such as checking and enforcing attendance, caring for delinquents, enforcing discipline, buying and distributing supplies, operating cafeterias and lunch rooms, making reports of grades, promoting and shifting school population. Each of these activities might

well occasion from three to a dozen news stories during the course of a school year. Attendance, for example, should be reported early in the school year; as time progresses, comparisons should be made with other years and with communities of comparable population and industrial composition. Problems arising out of increasing school attendance should be presented. There might follow reports by grades and schools and by sex; studies of decreasing attendance in upper grades, and plans for promoting attendance. Similarly, discipline might offer many approaches, such as new philosophies of discipline; effect of modern teaching methods upon discipline; student self-government and discipline; then and now in discipline; causes for irregular behavior; experiments in discipline; and improvement in discipline. Still other angles will occur to the alert Director of Interpretation, or practice itself will supply them.

Explaining records and forms and their uses in studying school population and in assisting the individual pupil throughout his school career is of vital importance. Are they complete and continuous? People want to know. What other records and forms are needed? Can they be justified? Are all administrative officers justified? What are the functions of the administrative and research members of the staff?

The organization of the school system by grades and schools needs continual exposition. As the school progresses and develops new services and new departments, as junior high school and junior colleges offer greater opportunities, the public must be taken along, step by step. Most such innovations in school organization require increased support for administrative officers, supervisors, teachers, and equipment. If the community is to sanction the increased expenditure, it must understand and approve the increased service. In general, refinements and enlargement of school organization should come about only after careful preparation of the public for the change,

and the changes should be followed by frequent news accounts of resultant improved conditions or other gains.

It is impractical to attempt to suggest all the possible news stories attendant on the launching of the junior-high-school or the junior-college organization, for example. But to attempt so important a move without telling the public all that it needs to know about the nature and purpose of the new unit would be unwise; to go ahead without telling more than is told in some communities is utter folly. The headlines and opening paragraphs of four representative news stories follow:

JUNIOR HIGH SCHOOL HAILED AS SUCCESS

Dr. Campbell Tells Teachers It Is Major Force in Reducing Retardation Problem.

NEW STRIDES PREDICTED

Smaller Classes to Be One Gain —'False Prophets of Youth' Assailed by Roberts.

In the work of adjusting courses to children with varying needs, reducing retardation, and increasing promotions, the city's junior-high-school system was pronounced a success yesterday by speakers at the sixth annual city-wide conference on junior high schools in the Hotel Astor.

Originally established to provide for bright children, the junior-high-school system was extended to serve normal and retarded pupils also, Dr. Harold G. Campbell, Superintendent of Schools, pointed out, and now the system has "demonstrated what might be done by the scientific grouping of its students, and today one of our greatest contributions is in the field of work for backward and average boys and girls."

"Even before the business depression, and at a time when employment opportunities outside of school were plentiful, you had reduced the number who were leaving school to go to work," he told the 2,200 teachers and supervisors gathered for the conference. "You had found a way to keep them in school; made school more attractive than a job with a salary.

Pupils' Interest Aroused

"In your adjustment classes you have aroused in older, discouraged boys and girls, potential truants, if not delinquents, a real interest in school work.[1]"

SCHOOLS TO SURVEY SCOPE OF DISTRESS AMONG DELINQUENTS

Census of Those Kept From School Because of Economic Pressure Ordered

The school board yesterday set out to determine how many Washington children couldn't go back to school last month for lack of clothing or on account of depression malnutrition.

On recommendation of Mrs. Henry Gratton Doyle, the school attendance department was ordered to make a survey on this subject.[2]

STUDENTS DISCIPLINED BY TEACHING INSTEAD OF BY OLD FLOGGINGS

Whatever the reader's opinion may be on occasion as a contributing element in civilization, he

[1] New York *Times*, Mar. 22, 1936.

[2] *Washington Daily News*, Oct. 5, 1933. Part of the action taken at the school-board meeting. The remainder of the story deals with other action of the board.

needs must regard the method of the Denver public-school system in the business of character building as something worthy of his attention and consideration.

It is understood that children are not flogged in the public schools any more. Nor is any set of precepts set up before them with the implied command: "Do this" or "Don't do this." There is no sense of outward coercion as far as the teacher is concerned.

But there is a sense of command. Conduct is considered, is discussed perhaps by concrete examples rather than by abstract principle, and the child is led to feel that if he does not behave in a social manner, he cannot expect the fruits of belonging to society. And the society which is held up before his eyes is the society of his school fellows. Any violations of the code of these school fellows of his will bring their natural consequences.[1]

ENROLLMENT IN SCHOOLS FALLS

Elementary Grades Show Decrease, But High Schools Gain

Public-school enrollment at the end of the third week of the fall semester was 458 smaller than at the same time a year ago, Superintendent Carroll R. Reed told the school board. The decrease in elementary-school enrollment was 1,364, even larger than had been anticipated, while the largest increase was 635 in the high-school grades, he said.

The board approved an appointment by Mr. Reed, naming Blaine McKusick as assistant

[1] GEORGE LOOM, *Denver Times*, Nov. 26, 1924.

> principal at South high school, effective at the opening of the second semester. Mr. McKusick's present position is dean of boys at South. The appointment leaves only Marshall high school without an assistant principal.[1]

Teachers. While there is no dearth of news about teachers, the problem is to make that news significant. "Names make news" is a slogan of the newspaper, and teachers' names, especially in the smaller communities, invariably make news. Such news, the social items, the affiliations, the trips, people like to read. Sometimes they are good, sometimes indifferent, and sometimes bad for the school. Usually they are not part of a news program and so will not be considered here beyond the passing recognition.

What is worth telling the public is all that pertains to the place of the teacher in the education of the children. What education is required? What qualities are teachers supposed to possess? How long do they remain in the local schools? Are there health requirements? What salaries do they receive? How much do they teach? What opportunities for recreation, for travel, for professional advancement do they have? Why must they be better trained now than formerly?

Stories of the employment of new teachers are always read with interest. Such accounts should give briefly the experience and qualifications of the teacher. The matter of a teacher's salary should be a deep concern to the public since it involves the standard of living of the teacher. When school heads are fearful of broaching such matters, or apologetic, assuming that a teacher should not be animated by thoughts of material gain, they cannot do justice to an important field of school interpretation. Comparisons of salaries and living costs with those of other communities might wisely be made and discussions of teacher living condi-

[1] Minneapolis *Journal*, Oct. 19, 1936.

tions be stimulated through articles and open letters to the newspapers.

Efficiency of teachers should not be neglected in accounting to the public for the schools. Improvement in learning conditions, more vitalized classroom procedures, better scores on minimum essentials, more interest on the part of the pupils, decrease in absence and tardiness—all such accounts should point to the work of the teachers.

The work of supervisors, visiting teachers, counselors, and part-time teachers should be explained, as should the part teachers play in the extraclass activities of pupils. Teacher organizations for professional study and advancement, teacher meetings for study of local problems or common understanding, and teacher committees require more reporting than they get.

Like pupils, teachers win honors or display unusual talents, or exhibit traits of character that endear them to successive classes or high-school generations. The public should be told in as entertaining a fashion as possible. Teachers write articles for professional magazines or publish books. It is good for the school and the public to know. Teachers are elected to offices in state or national associations or learned societies, and too often the fact is known only to a few associates and superiors. An accumulation of these marginal facts, human-interest materials, can mean the establishment of a feeling of intimacy, of support between town and school. A good type of teacher story follows, in part.

New regulations now being formulated to govern professional improvement of teachers in the city's public schools will be made effective next September, and until then no new courses for alertness credit will be approved at the Board of Education.

The report of a committee to study courses for the professional improvement of teachers in service, headed by Associate Superintendent Jacob Greenberg, is now being considered by the Board of Superintendents. It is expected that the report, after possible changes in the proposed new regulations, will be approved in the spring so that it can be made effective the following term.

Mr. Greenberg said yesterday that he was not at liberty to disclose the recommendations of his committee until the Board of Superintendents had taken action. Under the old regulations governing teacher improvement courses of study, he said, there was no guarantee of the attendance of the teachers or of the supervision of the courses. The regulations, he explained, were "loosely drawn," and some of the courses were not related to the subjects taught by the teachers.

Diversified Training Needed

The trend toward individualized instruction in the schools and the constant revision of curriculum have created a demand for a wide variety of improvement courses to familiarize the teachers with such diversified subject matter.

The professional alertness rule of the Board of Superintendents requires that teachers receiving less than the maximum salary take at least thirty hours of work each year in approved institutions as a prerequisite to annual salary increments.[1]

Buildings and Building Program. Buildings are about all that many people see of the public school, and in many communities they never hear much about the schools until it is time for a new building to be erected. Then they receive a barrage of information, all, of course, pointing to the immediate need of the new building. But they read no more about it, once it is completed and occupied by the school.

Under the newer philosophies of school interpretation citizens should be aware of the presence of their school buildings all the time. They should hear about the buildings as community centers; they should know how they are planned and equipped. They should have information on school-building standards. They should know something about floor space, lighting, heating, and ventilation. They should understand some of the needs of modern school buildings, the reasons for activity rooms, rest rooms, and service rooms.

Morgan suggests the following questions on plant and equipment upon which the public should be informed.

[1] RICHARD TOMPKINS, in the New York *Times*, Nov. 17, 1935.

Is the building properly located for the convenience of the pupils and on a good site?

Is it large enough to accommodate comfortably the pupils and teachers?

Is it so constructed as to safeguard their health?

Does it provide adequate equipment for the various subject matter fields?

Are the school grounds properly graded and ornamented?

Do the children help care for the grounds and gardens as a part of their education?

Do the people of the community understand the significance of the school as an agency providing housing and play-space for children?[1]

Important also to the public is knowledge of the financial ability of the city to meet its immediate building needs and the probable needs of the next few years. Old buildings should be kept in the public mind as much as new ones. Should an addition be made or should the building be razed and a new one constructed? Citizens will want to know what is involved in such a decision. What should be done with the overflow from the junior high school? What can be done about overcrowded conditions in the central high school? If the superintendent lets such conditions creep upon him without informing the public in a dozen ways month after month and year after year, he will not be fully believed when suddenly he begins shouting the need for a new building. Illustrations of news stories having to do with buildings follow. Note the indirect approach of the first.

HIGH SCHOOL FOR HARRIET AREA SOUGHT

Parent-Teacher Groups Begin Campaign to Get Building

WILL TAKE PLEA TO EDUCATION BOARD

Cite Overcrowding of Jefferson Junior High and Long Distances

Parent and teacher associations in the Lake Harriet district have

[1] J. E. MORGAN, Interpretation of Education, *National Education Association Journal*, Vol. 22 (October, 1933), p. 189.

launched a campaign to obtain a high school for the district.

The parent-teacher groups in the Lake Harriet, Robert Fulton, Audubon, and Riley schools, which are located in the district south and west of Lake Harriet and Lake Calhoun, have gone on record for the school project.

Mrs. H. Bright Dornblaser, president of the Lake Harriet Parents and Teachers Association, is now contacting the parent-teacher associations in the other schools on the formation of a central committee to represent all the schools and place the matter before the board of education as soon as possible.

The associations favor a four-year high school, which might be either a junior or a senior school.[1]

STUDENTS MOVE INTO THE NEW DEVER SCHOOL

Twenty-Two Rooms Were Built at Much Reduced Cost

Students of the Leyden elementary school, 3400 Osceola avenue, this week occupied the new William E. Dever elementary school, completed this month on the old site. The 1,000 pupils, graded from kindergarten to eighth, moved their equipment from the twenty-one portables Tuesday. Ora Riggs is principal.

The building includes all the latest advances in building and educational technique, according to Don C. Rogers, head of the building survey department of the board of education. Containing twenty-two rooms, the three-story structure was built at a cost of

[1] Minneapolis *Journal*, Nov. 19, 1935.

> $362,000, nearly $150,000 cheaper than twenty-six room structures built in the past along the same plan.
>
> **Advantages of New Plan**
>
> For the first time in a Chicago public school the auditorium and the gymnasium overlap to form a combination stage, Mr. Rogers said. He pointed out that the new method represents an advance over the older one of placing chairs on the gymnasium floors in that time and expense are saved and facilities in the auditorium are considerably improved.[1]

School Finance. Judging from the nature of the deliberate school publicity of many school executives, communities are primarily interested in school finance. Such may be the case when citizens are not given opportunity to know much about the schools. Not aware that the schools are expanding in service and in enrollment, they see only the mounting costs and begin to make their displeasure known. That expression of displeasure is taken as a token that the public is interested only in reduction of costs. That is not the case. Were the program of interpretation to be well balanced and continuous, the public would understand the need for the increased costs and except in isolated cases would accept them.

Facts about finance, however, and the values of good schools to a community are important to understanding and support of school policy. It has been suggested that the new emphasis in school publicity should be on these phases.

1. Dividends on investments in education as evidenced by:
 a. Increased property valuation.
 b. Increased earning capacity or incomes.
 c. Increased library and magazine circulation.

[1] *Chicago Daily News*, Nov. 29, 1935.

d. Earnings of graduates.
e. Better management of public affairs.
f. Cultural dividends—music, art, etc.
g. Larger college enrollment.
2. Comparing costs with increased job being done by schools.
3. Depreciation of purchasing power of dollar.
4. Correlation between per capita expenditure and the percentage promotion in school.
5. Increased high-school enrollment: why high-school instruction costs more.[1]

Certainly it has been noted in many quarters that people are more than ever disposed to look for financial returns from education. Culture for its own sake, growth for its own sake are no longer held to be the *summum bonum.* Accordingly the public school is held to a stricter accountancy. What needs be told? In the realm of finance, much. All that has been suggested in the new emphasis above and, in addition, facts concerning the broadened and deepened and therefore more costly service of the schools. Longer terms (how much longer and why); better trained teachers (why they are needed); a curriculum devised for all students instead of only those preparing for college entrance; increased attention to health and correction of physical defects are typical of the newer developments which the public must know about and approve. Once the public knows the complicated structure of the modern school and its many-sided purpose, it will share the obligation of bringing to fruition the full educational plan.

Should, even then, demands arise for retrenchment, the superintendent will be prepared to approach his public as Farley suggests.

Let us ask them to show where the pruning knife shall fall. Let us ask of them such questions as these: If finally faced with the necessity of abridging the rights of children, which educational opportunity shall you first strike down? Will you lessen the efforts of the schools to promote sound health, and see the now declining death rate mount to

[1] New Emphasis Necessary, *Journal of the National Education Association,* Vol. 19 (March, 1930), p. 72.

higher levels? Will you decrease the effectiveness of training in citizenship and loyalty to national ideals at a period when the pinch of want and the blundering of well-intentioned leaders have already caused thousands to question the stability and justice of our government? Will you ask the schools to abandon character education at a time when rapidly increasing numbers are yielding to despair and to disrespect for law and the rights of others? Will you choose to weaken the work of the schools in preparing children for worthy home membership when many homes have become economically unstable, and when broken and unhappy families are on the increase? Will you decide to reduce vocational training in the schools when it is harder than it has ever been to make a living? Will you elect to abandon training in worthy use of leisure when forced unemployment aggravates a hundredfold the problem of wasted hours? Will you make your children pay tomorrow the price of your own mistakes today?[1]

Citizens will be more sympathetic in difficult times if they have assurance that school heads are using every reasonable economy. Pertinent data from annual reports and facts presented in understandable form throughout the year will foster this conviction. Moreover the public wants to know how costs compare with those of other comparable cities in instruction, administration, supervision capital outlay, maintenance, and operation, and, if costs are greater, in what ways they are compensated for by increased services. They should know also whether or not the school receives a just proportion of the tax dollar; what the school dollar brings; what aid is received from state or federal government; how sound the local tax system is; how clear the school board can keep its skirts of local political influence; when a city may wisely go in debt for its schools and how this should be managed. They should be taught the significance of the chief divisions of the school budget and should have absolutely no grounds for suspecting that needs are being exaggerated or figures manipulated. They must, in short, be led to think of the rapid growth of educational costs in other than terms of extravagance, reckless expan-

[1] BELMONT FARLEY, Educational Interpretation for the Secondary School, *National Education Association Proceedings*, 1932, pp. 497–498.

sion, corruption, indifference to public opinion, and rank incompetence in business management.

Extracurricular Activities. Extracurricular activities have never suffered from want of publicity. Surveys, as has been shown, reveal that they receive more space in

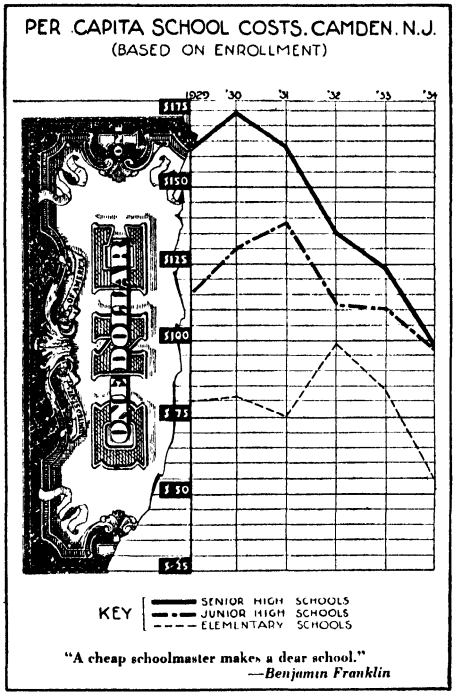


FIG. 10.—An effective way to teach school costs. Such a graph as this might well be printed in newspapers, house organs, reports, and special publications. It is from the *Annual Report* (1934) of the Camden, New Jersey, public schools.

newspapers than do other, probably more important, aspects of school life. Moreover the type of interpretation they have received for the most part has not been such as to teach readers the true functions of the specific activities and their relation to the educational program. It is not argued that every news account of an extraclass activity should be heavy with explanations of its value in the educational process. It is urged rather that the larger objective be not lost sight of in reporting the extracurricular life

of the schools. Here, by way of illustration, is the way a news story in the Denver series opens an account of one of its more important activities.

STUDENTS LEARNING DUTIES AS CITIZENS IN DENVER SCHOOLS

Voting in Miniature Scholastic Governments Gives Youngsters Practical Concept of City, State, and National Administrations.

The way to teach a child to read is to have him read; to teach him to write, to have him write. Similarly, to teach people to be citizens, make them perform the physical acts of citizenship.

Under the head of extracurricular activities, the Denver public-school system endeavors to teach citizenship to the public-school children by organizing them in small communities and into a big central school community all with a purpose.[1]

In many types of extracurricular activity the purpose may be made an integral part of the account. Often merely reporting the activity is sufficient if the real news feature is stressed and the organization carefully identified. The camera club goes on a hike looking for pastoral scenes for the annual; the science club prepares an exhibit of insect life of the country; the student court tries and sentences some offenders; the scholastic honor society elects four new members; the Quill and Scroll Club hears a talk on human-interest stories in the high school; the Student Council plans a series of four-o'clock hops in the school gym; the girls' athletic association is sponsoring a visit and demonstration by a famous woman archer; the arts and crafts club is preparing a hobby show for other students and the public; the Junior Hi-Y sponsors a father-son rally

[1] GEORGE LOOMS, *Denver Times*, Nov. 27, 1924.

at Glenwood Park. Here is the story of the rally. Note how the social and educational purposes are essential to the brief account. The story appeared under a three-column picture.

> APPETITES PROVED one of the main features of the junior high school rally for fathers and sons at Glenwood park last night. Besides the appetites, however, there were demonstrations of archery, camp cooking, kite flying, handicraft, and canoeing. The outing was sponsored by the Junior Hi-Y. Shown above, about to take care of a flock of hungry rallyists are Bob Clasem with the frying pan and G. Hoon handing out the soup, both of the Y.M.C.A.[1]

The major share of extracurricular publicity goes to athletics, dramatics, and music, and they are the activities most grossly misrepresented. Athletics in particular suffers from too much publicity and too little interpretation. Indeed, the school does not often concern itself with reporting athletic events. Accordingly the public gets the point of view of the sports reporter of the local paper. He is likely to see the contest as he sees the professional contests he reports—as a struggle to win at almost any cost. Perhaps the continuous reporting of school sports from the point of view of professional sports has done as much as anything to make patrons, coaches, pupils, and even school executives themselves lose sight of the real values for which the sports were originally planned. The road back will not be easy; aims have become so distorted and the distortions so universally accepted that ideals of good sportsmanship, better bodies, generous impulses, and team play are rarely stressed either in the games or in the reporting.

Dramatics and music suffer from overemphasis when they incline too much to the producing of revenue or the

[1] Minneapolis *Journal*, May 9, 1936.

winning of contests. Mixed motives too often result in the lower, less important motive being the one most heralded in the press. It cannot be too much emphasized that every activity of the school is first of all educational. Music exists in the school not so much for the pride and delectation of parents as for the development of a form of artistic expression for the children; dramatics must be interpreted as a means for giving the growing youth poise, expressiveness, grace of movement, and control of voice, and for teaching effectively the characteristics of an important branch of literature. Accounts of dramatic activities should be critical and constructive. Emphasis should be placed on making of scenery, costuming, stage designing, and all the other educational aspects involved.

Not enough attention has been given in the past to telling the public what the school is attempting in the training of character through groups such as the Hi-Y and the Girl Reserves; what it is doing through its hobby clubs in the development of wise use of leisure; what it is doing for the promotion of skill and ardor in writing, through local and national honor groups. These are the facts the public should know, and they can be told as easily and will be read as avidly as any message from the schools. They tell of how classroom life is supplemented by the richly vitalized, informal, and variegated life in the school community. They tell of the making of better citizens through government by pupils; of the rounding off of rough edges through carefully planned and supervised parties and dances and through all cooperative activity; of intense study; of the development of skill in handiwork, of art in creative expression; of the fostering of loyalty and friendship. In the end if the telling is wise and constant, the school must be the better for it. One will remember what Heine said of the women of Italy. At first the great artists painted women as they should be, and women seeing, bore the image away, and through the generations became as they were painted.

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CHAPTER VII

PUPIL PUBLICATIONS

The School Newspaper.

To be editor of the school newspaper is the pot of gold at the end of the rainbow for many a high-school freshman. The editor sheds glory wherever he walks among the lower-classmen. Though a number of years out of high-school teaching, the writer can still hear the excited stage whisper of a sophomore girl to her freshman satellite, "There he goes. That's the editor. That's Gail Larson." And Gail turned and smiled, a smile that warmed both hearts and made them ardent journalists.

High-school newspapers can be everything and nothing. Gail's paper was called the best of its class (high schools with enrollments under 1,000) in the nation that year, and 600 students believed devoutly in it, worked for it, and hoped to have their pictures in it. Many more than 600 homes were familiar with its qualities. Businessmen praised it to visitors as one of the institutions of the town, and advertisers did not growl something about "charity" when the "ad" boy came around for "copy." Its seven columns were read as eagerly at home, in clubrooms, and in business offices as at school. It always contained pictures; it never came out late; and it was never short of copy.

In a high school about the same size not many miles away, across a state line, a two-column paper called the *Bee* rolled through the mimeograph every two weeks. The average sophomore wasn't sure who was editor; the average pupil forgot to call for his paper if anything else turned up; the average parent had seen it once or twice; and the aver-

age citizen wasn't sure, but thought the high school had a paper of some sort. Sometimes it came out on Thursday, sometimes on Friday. Occasionally it did not appear at all because of insufficient "items" to fill its four pages.

Between Gail's paper and the *Bee* exists a whole world of high-school journalism. As educators become aware of the influence a good school paper can exert on the attitudes and thought of pupils and community, papers such as the *Bee* will disappear or climb upward to dignity and power in the school community, and papers such as Gail's will be studied diligently. It is unfortunately true that the *Bee* has been the more familiar model of the two, just as it has been true that many, far too many, school newspaper advisers haven't known a "drop-line head" from a barberry bush and weren't sure that the human-interest story wasn't the kind they print in *True Confessions*.

However, no field of student activity is developing more rapidly than high-school journalism. Under the stimulus and constructive criticism of scholastic press associations, the encouragement of school executives who are recognizing the rich interpretative possibilities of a good school paper, and the interest of English teachers in the newspaper as motivation for direct and vigorous English, school papers are becoming better and more numerous. In some form they are found on all levels from the primary grades through senior high school and in schools of all sizes. The problem everywhere is to achieve a newspaper that is the articulate and recognized voice of the students.

School Newspaper as Interpreter. No one, any more, will deny that a good school paper is as effective a means as can be found to interpret the school to the pupils. It is their paper—or should be—and they look to it for accounts of all phases of their collective existence. Because they help to write it, they are the more interested in its continuous story of school life. If the adviser, without too much obtruding his will, can keep it from dissipating its efforts in trivialities, he has made a significant gain. If,

further, he can make his youthful journalists grasp the significance of the many-sided school about them, they will be eager to represent it capably and fully to their fellow students. After a time, if the counsel is sound and enthusiastic, the newspaper will truly become the pupil's interpreter of what he sees, hears, and does in and out of the school.

The newspaper that takes its rightful place in the school community explains school policy; recounts innovations in curriculum; marks changes of all sorts while they are taking place; gives facts about new activities; honors pupils and teachers who achieve distinction; campaigns staunchly for its ideals of a better school, and other ideals. In fact, it feels itself to be—and is in a large sense—the experiencing mind, the feeling heart, the responsive conscience, and the commanding will of the school. Defection in sportsmanship it laments; rightly placed enthusiasm it applauds; improvements in school services or in pupil achievement it is quick to point out. Sometimes it has a platform—not usually for itself as much as for the school. Here is the platform for Gail's paper.[1]

AH-LA-HA-SA endorses these policies:

1. Giving service to all its supporters and associates.
2. Fostering worthwhile organizations by giving them well-balanced publicity.
3. Strengthening the bonds between the alumni and the students, between the advertisers and their patrons.
4. Using conservative journalism to achieve these purposes.

Whether it commits itself to a platform or not, the school newspaper is the champion of school causes and the interpreter of school life. Because it is the voice of youth, it is idealistic. It will not of its own wish be less than it should be. Give it as adviser an enthusiastic and competent

[1] The *AH-LA-HA-SA*, Albert Lea High School, Albert Lea, Minn. The writer has taken the greater part of the illustrations in this chapter from that paper, which he knows very well and which for ten years has been one of the truly outstanding school newspapers of America.

journalist who knows his school and his students, and it will be the ideal interpreter.

By the same token it will be a good interpreter to the community. Pupils will take it home. Bill will point with pride to his news story, or the picture of the cast of the play, or the honor roll. Mother will pass it to Father and Father will give it to Aunt Em. If the paper is not puerile, not trivial and silly with canned jokes, but dignified and journalistic and rich in facts, Father will ask for it next time—even if Bill's picture isn't in it or his item didn't get printed. In other homes the story will be the same, with slight variations. Week after week parents and others get the inside story of the school, and they will get it with the warmth and color that youth gives it. If the paper is widely circulated, as it should be, if it is left in clubrooms, lobbies, libraries, with school-board members, in reading rooms of lodges, churches, etc.—wherever, in short, citizens might pick it up, the area of interpretation will be broadened.

What Should the Paper Print? More important than a good circulation is complete news coverage of the school and fresh, vital editorials. The school paper should keep the school community informed on all matters of school policy and practice. These include field trips or excursions; new equipment; attendance facts; lunchroom plans; new teachers; speeches; books and other important activities of teachers; health facts; library regulations and new books; educational conventions; plans for exhibits or demonstrations; changes in curriculum; school recognition or achievements, etc. Elementary schools will have occasion to report, besides most of the above, special class projects, parent-teacher enterprises, ventures in organized play, and new materials, equipment, etc. The higher the school level, the more the pupils are interested in reporting all the news of the school instead of confining themselves to recording already known facts about extracurricular activities.

The following headlines from school papers are typical of news stories of school policy and practice. In the main they suggest news stories of distinct interpretative value to patrons as well as to pupils.

NOT A SCARLET FEVER EPIDEMIC SAYS NURSE

* * *

SANTA CLAUS TO BE AIDED BY GRADE-SCHOOL ARTISTS

* * *

SEEDS ARE STUDIED IN MINIATURE FARM

Biology Classes Find Sprouting Process of Seeds Fascinating—Development Watched

* * *

ROTARIANS HOLD DINNER IN H.S. BANQUET ROOM

* * *

H.S. ENTERS NATIONAL CHEMISTRY CONTEST

* * *

PUBLIC-SPEAKING CLASSES CONDUCTED IN NEW WAY

* * *

ROOM CHAIRMEN ASSUME DIGNITY

Lead Discussion in Individual Homeroom Groups to Arouse Enthusiasm

* * *

News of pupils and pupil activities should, of course, constitute a good part of all the news printed. Pupils are most interested in other pupils. Since most school papers have this type of news in abundance it is necessary only to issue one or two cautions and to suggest some kinds of pupil news not given enough attention. The first caution is that athletics be given its just emphasis. Many school papers would make it appear to be very nearly the whole school. That cannot but have a bad effect on all sane-

minded readers among pupils and the public. The better papers usually commit all sport news to a special sport page or department. It is never allowed to monopolize the front page, though on exceptional occasions it may have space there.

Another needful caution regards reporting of club activities. Unless reporters are alert and well trained they do not find the particularizing fact or incident, called by newspaper men the feature, of each meeting, and either bury it in the story or omit it altogether. The result is the all-too-familiar recounting of the tedious facts that the club had a business meeting, a short entertainment, and light refreshments. Organizations that meet regularly demand the best rather than the weakest reporters. Nothing marks the high-class newspaper more surely than the novelty it finds in every one of such meetings. At the same time the clubs are challenged, as it were, to keep on their toes.

Pupils glory in achievement. They want names in the paper. When editors overlook this vital principle they lose readers. All positions to which students are elected or appointed, all honors they win must be signalized. And names should come first in the account whenever possible. Unorganized and out-of-school activities of pupils are not ordinarily given enough attention by school papers. Individual achievements or excellence in the less spectacular fields of pupil endeavor, such as art, typewriting, chess, and stagecraft should be observed.

Feature stories are the spice of a school paper. Unhappily they often are conspicuous by their absence or, if present, are woven out of the insignificant and are merely silly. When the reporter finds a real human-interest story and writes it simply and dramatically he does not fail to interest the reader in the school or out. The writer recalls a story that won a state feature-writing contest. A very shy sophomore boy had a bent for invention and a consuming interest in physics. Though almost unknown to his

fellow students he was the boy wonder of the science staff. A reporter got wind of his interests, went home with him, asked questions, examined his homemade apparatus, talked with his science teachers, and wrote the story. She made what had seemed to his fellow students a drab life colorful and exciting.

School has a multitude of such stories. From the kindergarten through high school there are pupils whose experience, or qualities, or hobbies, if well reported, are fascinating and often inspiring to others. A good high-school paper will plan to carry from two to half a dozen such stories every issue. They may be of teachers, or groups, or pupils. They may deal with school history (father and son win same honors, or once pupil, now principal) or unique experiments, or take the reader behind the scenes at plays, or offer school contrasts. Hobbies are always good for several features a year. If the features are genuine and not forced inanities, they will be among the first stories read in the paper and will go far toward arousing interest in the intimate and individual aspects of school life.

Accounts of interviews with teachers, with prominent visitors to the school, and with leaders in the community give additional variety and interest to the school paper. Perhaps a teacher has come back from a trip to Europe or the Gaspian Peninsula. The reporter interviews her and communicates some of the charm and value of travel to his readers. Or an alumnus has returned from several years in Hawaii and pays the school a visit. The reporter starts his story:

"We call Hawaii the land of liquid sunshine, for even though it rains nearly every day, the sunlight is always showing through."

An alumnus who has become a concert musician plays at school. A reporter is sent to interview him, and everyone reads with interest the story of his climb to musical fame. Many of the best interview stories do not depend on travel or achievements. One paper had an "Inquiring Reporter"

who wrote a feature each week based on interests, ambitions, or opinions of pupils, teachers, townspeople. One week it would be a series of interviews with prominent local men to learn their ideas of teachers. The writer has before him, as he writes, the story that resulted, and he cannot escape the conviction that the several men who contributed their ideas were pleased, and that whoever read the story had a warmer feeling toward the "unsung toilers" of the schools. Another week the reporter would devote himself to the reading interests of teachers. Often he would talk with shy freshmen, athletic heroes, anyone with an opinion in regard to an issue important to students, and quote them in an interview story.

Of importance, also, in making the school paper a good interpreter are editorials and special columns. Indeed the editorial page has been found by many papers canvassing reader interests to be the most popular page in the paper. It can be the merest drivel or it can be a powerful influence in school opinion and conduct. Editorials, which should be the heart of the page, will interest patrons as well as pupils if they are fresh in language and original in thought. The good editorialist avoids the too plentiful vaporizings on "school spirit" and the "let's get behind the team" motive. Instead he turns his pen to commentary on the important events in the school week or to short and trenchant observations on student life. And he titles his editorial to catch the eye. The following[1] are typical:

INCONSIDERATE

Have you noticed how the statue in the hall has been painted and decorated by some students? This is our school and we should not do things like that any more in school than in our own home.

HOW MUCH AN ASSET?

What should we think of the fellow who feels that the school is lucky to have him because of his happy-go-lucky manner, his social accomplishments, his coltish ways in halls and classes, and his ability to stay in the same class two years?

[1] From the *Ah La Ha Sa, passim.*

THE NOON HOUR PROBLEM

"Why doesn't the whistle blow?" "What time is it anyway?" "Gee, but it's cold out here." You hear these remarks and others every day if you come to school before one o'clock.

Whether or not this rule of keeping the doors closed until one o'clock is justifiable has been discussed in some homerooms this week. It is argued that so much disturbance goes on in the halls that it is impossible for those who stay at noon to study. We believe that a compromise between the two sides would be the most satisfactory. If the doors were unlocked at 12:45 no one would have to wait outside and those staying inside would have 45 minutes in which to eat their lunch and study.

Besides carrying lively and timely editorials the second page can entertain and inform the reader through columns. Humor is not usually well handled by pupils, but some success is sure to be achieved when the columnist avoids the "he said," and "she said" type of joke and turns an original mind and sharp eyes on the drolleries of school life. Other columns are infinitely varied in nature. Sometimes in the larger school papers there are as many as seven or eight, including Exchanges (comments from other papers), Who's Who (a picture and word sketch of a prominent student), book talks, original poetry, interesting facts, Pencil Kodaking (sentence pictures of pupils in action about the school), diaries, stories, and running comments on the activities of the week.

Pictures add immensely to the interest aroused in pupils and patrons by school papers. Wise advisers and editors will sacrifice an extra column of paper size or an extra sheet if the sacrifice will enable them to use illustrations every week. Dozens of school papers are published without a picture during the entire school year. Others plan four, five, or more for every issue. A little experience and study will teach advisers the principles of good newspaper photography. Though many column and half-column cuts of individuals in the news may be used to good advantage, there should also be liberal provision for larger pictures of groups, activities, and places. Occasionally, in larger communities, cuts may be borrowed from local papers. Cuts

used by the school paper in former years should also be available, as should cuts that have been used in pictorial bulletins issued from the superintendent's office, in house organs, in annuals report, or in the high-school annual or handbook. The alert editor will have many means of getting free illustrations and will accordingly have more money for the pictorial emphasis he recognizes to be so vital to his newspaper's popularity and influence. Pictures are easy to read. They make immediate and effective appeal to readers, and they attract attention to news that might otherwise be missed or read inattentively.

Special Issues. To heighten interest and to enlarge the sphere of its influence, the staff of a lively school paper will publish two or three special issues a year. The writer recalls the excitement that prevailed for a week before the *Ah La Ha Sa* issued its "*Know Your Home Town*" number. Everywhere in town reporters went for interviews and facts and pictures. In a half-dozen articles the school and the town were related. A four-column picture of the city was one of the chief attractions. Above it was the quotation,

> Who could dream such softness like a picture hung
> Was wrought of human thunder, blood, and iron.

An extra page was added and enough copies were printed to assure wide circulation. The whole event was in accord with the motto of the issue. Students read it and knew their home town. Businessmen asked for copies for their files and wrote letters commending the new venture in journalism.

Another special eight-page edition was known as "Parents' Issue." Partly subsidized by the administration, it attempted to give parents and others (for it, too, had a wide circulation) a comprehensive picture of the city schools. It contained more than a hundred stories and articles, besides nine pictures and a number of special departments. Special reporters visited classes in grade schools, examined projects, and queried teachers. Others

surveyed the high school, and still others had audiences with executives. Many parents testified to having read every word. Whether they did or not a bond had been estab-



Know Your Home Town

THE AH LA HA SA

Know Your Home Town

COUNCIL VOTES PLAN TO HAVE CITY MANAGER

ALBERT LEA HAS MANY FACILITIES FOR MUSICIANS

PUBLIC WELFARE SERVICE GUARDS PEOPLE'S HEALTH

AH LA HA SA IS DECISIVE WINNER AT GRAND FORKS

MRS. BROWN IS MISSION WORKER

CITY CLUBS ARE OF HIGH CALIBRE

HOME ROOMS START CONTEST

SHORELAND HEIGHTS STEADILY ENLARGING

30 CHARTER MEMBERS ORGANIZE DEPARTMENT

NORTH SIDE BECOMES FLOURISHING DISTRICT

HOME JOURNALISTS WILL PUBLIC TONIGHT

CONCERTS PLANNED BY BEETHOVEN MEMBERS

FIG. 11.—*Know Your Home Town* issue of the *Ah La Ha Sa*, Albert Lea, Minnesota. Example of a special issue with a far-reaching appeal.

lished between the home and the school that was very valuable. Other school papers have found a parents' issue to more than compensate for additional work and expense.

Other special issues that have come to the writer's attention have dealt with history of the school, history of the home town, alumni, seniors, and faculty. A practice that is also to be commended is the appointment of class staffs, having each class publish an issue of the paper under the guidance of one of the more capable members of the regular staff. Educational values are high, a much larger number of students feel a proprietary interest in the paper, and a correspondingly large number of parents are swept with their children into following the adventure. The opportunities for school interpretation through special issues are numerous, and the interest that is aroused furnishes an ideal background for teaching important facts about the school.

Papers for All Schools. Every school should have a paper. It should be printed, if possible, and as large as the school can afford. It is impossible to say with any certainty that all schools over a certain size, say 500, should support a printed weekly or biweekly newspaper, or that schools, say of 200 or fewer students should not attempt a printed newspaper. One of the leading school papers of the Middle West for a number of years has been published in a prairie town of 1,000 population. It is the equal of the average city high-school paper and probably is much more influential as a school interpreter. The first page of a typical issue is reproduced on page 179.

Neither is it possible to say how large the paper should be—except, of course, that in general large schools *should* be able to publish weekly, four-page, seven-column newspapers. In general that appears to be the optimum size. The better the paper becomes in appearance (typography, quality of paper, illustrations, balance of headlines) the more responsive readers become. To learn what papers may safely be accepted as models, advisers or editors need only note the lists published each spring by the sectional and national scholastic press associations. Usually editors of the better papers are happy to add one more newspaper

to the exchange list, and advisers are likely to respond generously to appeals for counsel.



The Cooper High Record

And Cooper-Hi Zip

High School Students To Take Iowa Tests On Various Subjects

Entire Student Body, Central Pupils Take Kansas Examinations

Eleven Boy Scouts Advanced April 22

Campbell Picks Entrants For Fargo May Festival

100 Grade School Pupils Present Operetta April 17

Secret Package Stirs Curiosity Of Students

Theola Sondreal Will Deliver Valedictory. Has Average Of 94.8

Palmer Sondreal Is Best In News Exam

Cooper High Record Secures Top Rating In N.S.P.A. C.S.P.A

Rate Boys' Glee Club Excellent in Division At Devils Lake Meet

Griggs County Holds Declamation Contest

FIG. 12.—The *Cooper High Record*, Cooperstown, North Dakota. A newspaper that has won many honors for journalistic excellence though it is published by a small school in a community of about 1,000 inhabitants.

No matter how desirable, all schools cannot have printed newspapers. Perhaps half the pupil papers of America are mimeographed, multigraphed, or written by hand. Con-

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Secret Package Stirs Curiosity Of Students

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solidated rural schools, high schools in villages everywhere, most elementary schools, and a good proportion of the junior high schools are likely to use one or the other of these substitutes for printing. They need not be a serious handicap to the usefulness of the school papers in school and community. The same desire for excellence that rules the best papers of the country should govern the activities of the staff. A few schools have been issuing mimeographed papers for years, papers that have done much to raise the level of pupil and community understanding of the school.

The conviction is deepening among school men that the school paper is so valuable a part of the education of pupils, both those who edit and those who read it, that it should be supported by school funds. Its value in school interpretation has inclined them further to favor complete or partial support. Most elementary-school papers and a large proportion of those issued in junior high schools are already circulated free of charge. The practice is finding increasing acceptance in senior high schools. To many schools such a policy is vital. And it does away with the hypocracy of soliciting alms under the guise of advertising. Only rarely does such advertising pay. Another method of financing the paper is by levying an activity fee on all pupils, a part of which goes to the support of the paper, which, of course, is circulated without charge.

A method held to be slightly desirable, eliminating the cost of publication, is for a high-school staff to edit a weekly page in a community newspaper. The matter has already been discussed in the chapter on "The Newspaper and the Public," but it is worth suggesting here that a school paper so published is assured of a wide circulation and unquestionably holds great possibility for school interpretation.

Whatever the methods of support, the impetus for school papers is spreading into every division of the public schools, and with the increasing popularity of the school paper as a means of unifying and informing the student bodies has come greater emphasis on it as a means of interpreting the

school to the public. In isolated cases, particularly in elementary schools, that is the chief aim of the paper. The *Parent Teacher News* of the Ross School, Seattle, is a case in point. The argument is that pupils of the lower grades are too immature to write effectively of school policy or pupil activity; further, that teachers and parents should use the paper, usually a mimeographed sheet, as a means of explaining activities and of informing members about future meetings and plans of the Parent-Teacher group. Short compositions by pupils are included to give it variety and enhance its interests.

Interpretation through Educational Values. It has been seen that the school paper is one of the best of the school's interpreters. Yet only direct interpretation has been considered. Of importance also are the less tangible, indirect influences, the educational values that inhere in a well-directed newspaper. The paper must be well directed if it is to be a good interpreter of either sort, and good direction requires a competent director. Fortunately English teachers are awakening to the importance of the high-school newspaper in motivating composition; many of them are preparing to teach journalism and to direct publications. They are urging the addition of courses in journalism to the English curriculum and are including some practice in newspaper writing even in junior-high-school classes. Principals, too, are recognizing as sadly erroneous the assumption that any capable English teacher can direct a school paper. They are searching as zealously for well-trained and experienced newspaper advisers as they have searched for winning coaches. A superintendent of the writer's acquaintance employed a young man with a master's degree to head his English department. He employed him at one of the highest salaries paid in the high school, not because he was an expert English teacher, not because he had his master's degree, not because of successful administrative experience, but because he had been adviser to one of the best school papers in the territory.

It is not overstatement to say that all values of the school paper wait on the adviser. The merits of the paper and the quality of the training alike depend on the adviser's knowledge and leadership. What should be the values that result? First, perhaps, in importance are ideals, skills, and habits bred by proper newspaper organization and practice. Some of the ideals have already been suggested directly or by implication. They include unselfish service to the schools, loyalty to the principles for which the paper stands, constant improvement, search for the truth, constructive journalism, a better school in a better community. These are ideals which lift a school from mediocrity.

The skills are natural outcomes: direct, emphatic, and rapid composition; judgment of news values; ability to get information quickly and efficiently in interviews; ability to read newspapers intelligently. Still other skills will depend upon the individual's place on the staff. Some advisers encourage the desk-editor plan, whereby all important staff members have a chance to edit one or more issues. The more opportunities one has on a paper the more specialized skills will result.

The habits that are bred are no less important. They include accuracy, promptness, neatness, thoroughness, and dependability. The school paper offers the most difficult and exacting work the school affords. It offers little glory—except for the few staff leaders. Even their work is unsigned and unrecognized in the main. Yet, or perhaps because of all this, the school paper that is a power in the school recruits the most capable leaders of the school. It is reasonable, therefore, that with these ideals, skills, and habits they will exert a powerful personal influence for the advancement of education in school and community. The school paper cannot, as a matter of fact, shape school opinion unless it is in the hands of recognized leaders. Their leadership sharpened, refined, and strengthened by training and responsibility, they become true interpreters and shapers of the school.

It is important that as many pupils as possible be given opportunity to work for the paper. A large staff operating on the merit system[1] will stimulate all to greater activity. Declining staff interest as the year wears on is the ruination of many a school paper. Under the merit plan of appointment and promotion every member of the staff knows that he will be demoted or dropped from the masthead if he does not do his job well. Similarly, every struggling freshman or sophomore knows that the way is open ahead if he can prove his merit and his ambition. Only under such a plan, which is essentially the plan of the metropolitan newspaper, can a good newspaper result and maximum educational values obtain.

Moreover, special issues should be planned, not only as already indicated, to further interest in the publication and the school, but also to draw a maximum number of pupils into the newspaper organization. Class issues may quadruple the number of pupils having some journalistic training. Junior journalistic clubs furnish training grounds for the paper. Regular staff members are usually pleased to speak before such groups on various aspects of reporting and news writing. Contests in writing feature stories, editorials, etc., not open to regular staff members, further encourage journalistic training and active interest in the paper. Two hundred pupils are not too many to reach with some newspaper practice in a single year.

An essential part of the education of the young journalists is in newspaper ethics. It has frequently been remarked that nowhere in America is a higher code of newspaper ethics to be found than in the better school newspapers. News is constructive; sensationalism, rumors, and meanness are avoided; there are no distortions by omission of facts and no playing up of only one side of an issue. There is no doubt but two or three years of work on an enter-

[1] For a complete exposition of the merit system see J. E. Grinnell, Building an Efficient High-school Newspaper Staff, *School Review*, Vol. 39 (October, 1931), pp. 617–621.

prising school paper will do more toward developing wholesome tastes and critical faculties in newspaper reading than will a college education. Could a much better heritage be given a community year after year? There are no better training grounds for the sort of citizen every school needs in the community.

The Annual.

The annual or yearbook once played a more important part in school life than it now does. But in thousands of high schools pupils still cling to it and advisers worry and sweat over it. On Annual day the corridors are crowded with pupils writing their signatures and flattering inanities in one another's books. In many schools class work might almost as well be suspended for a day. Books pass quietly back and forth in class and study hall. John is wondering what to write in Mabel's book and whether Jean will ask him to write in hers, and Millie wears a tender look as she cons over Art's

> It has been died for, though I know not when;
> It has been sung of, though I know not where.

The young history teacher sighs heavily after inscribing a brief thought in the forty-second book since the last class was dismissed.

Therein was the charm of the annual. Perhaps one should say, *is* the charm of the annual, for still the handsomely bound and profusely illustrated volume is toted under thousands of young arms each spring until most of the white space is filled with juvenile scrawlings, so precious when ties are about to be broken, and so smile-provoking years afterward when one comes upon them among his other juvenilia.

Rich in sentimental values as the annual is to students, it is doubtful if it has often had much value as an interpreter of the schools. Perhaps in shedding an aura of sentiment about buildings, extracurricular activities, teachers, and

classmates it has produced a tone conducive to greater interest in the school. That in itself is valuable. On the other hand educators have objected to the excessive cost of the annual—especially of the type of cover demanded by pupils—the attendant difficulty of financing it, the small proportion of educational work actually done in the school, the overemphasis on a few activities, the limited circulation (juniors and seniors usually), and the urge of each successive class to publish an annual "bigger and better than last year's."

Two salutary tendencies have been marked. The first is toward less expensive annuals. About 1922 the annual craze was resulting in books that according to a careful investigation[1] of 159 schools were costing on an average $1,389.62. In 1928 the average cost among 153 comparable schools was found to be $787.31.[2] As more pressure everywhere has been brought to bear on needful school economies annuals have been further reduced in costs or have discontinued publication.

The other tendency has been toward the adoption of a central theme. A few years ago the average annual was a heterogeneous collection of pictures and short accounts of activities or clubs with a few pages of humor. Only popular students or school heroes, athletic or dramatic, were likely to appear in day-by-day calendars of the year. Lately advisers and students have seen the effectiveness of a theme around which to plan the contents. In many schools the theme has been something of a farce, finding its way into a few illustrations introducing departments of the book. In other schools, however, the annual has grown to considerable dignity and power through the realization that school is not merely a few extracurricular activities, but a planned life.

[1] O. F. Nixon, Student Publications in the High Schools, *American School Board Journal*, Vol. 67 (December, 1923), pp. 45–47, 128.

[2] R. D. Russell, Estimating the Value of High School Publications, *Nation's Schools*, Vol. 8 (December, 1931), p. 20.

Themes may be various. Sometimes their object is to depict the activity of laboratory, library, classroom, and study hall as faithfully as that of the auditorium and athletic field. Nothing is allowed space beyond its relative importance. "These Four Years" is a familiar theme, and when handled with the broader viewpoint of today the resultant book is excellent school interpretation. Annuals have also been dedicated to particular needs of the school. A popular theme is the history of the school.

It, too, may have broad or narrow application. In its broader form the nature and significance of the school and the changes that have occurred can be seen; in its narrower form, of course, it can be as useless as a planless book. A theme with unique possibilities in the hands of a good adviser is "Progress." Pictorial contrasts in plant, equipment, methods, health work, and the like will interest pupils and patrons, as will concrete evidences of progress in sports, clubs, student self-government, and music. An incentive to progress will be the inevitable outcome.

Progress in photography is also to be noted and further encouraged. Stiff pictures of groups standing or sitting, looking at the "birdie" in a local studio, formerly filled the pages. Now the camera comes to school and attempts to catch clubs, classes, and individuals in typical activities. Libraries are seen with the normal flow of life in them. Students are seen peering into test tubes or sitting on a hilltop. Principles of art in balance and background are beginning to seem important. Naturalness is a keynote. Contrast is used with effect. Teachers are not presented as so many faces in rounded frames, but are seen at their desks, or in committees, at work or in relaxation; and they are not herded together in the first section of the book but are woven into the theme. An effective device for presenting the faculty was a tour through the building. Some were shown individually, others in groups.

A serious criticism of the annual has been that it was not sufficiently educative to warrant its expense. Most of the

art work has been done by publishing houses awarded the contract for printing and binding the book. Frequently they also make all the engravings and half tones. Studios have taken the pictures. All the educative work that was left for pupils was the writing (and there wasn't room for much of that) and the business management. The publisher usually had a busy finger in the planning of the book, mostly because high-school advisers and staffs welcomed such help and because he realized that it created good will.

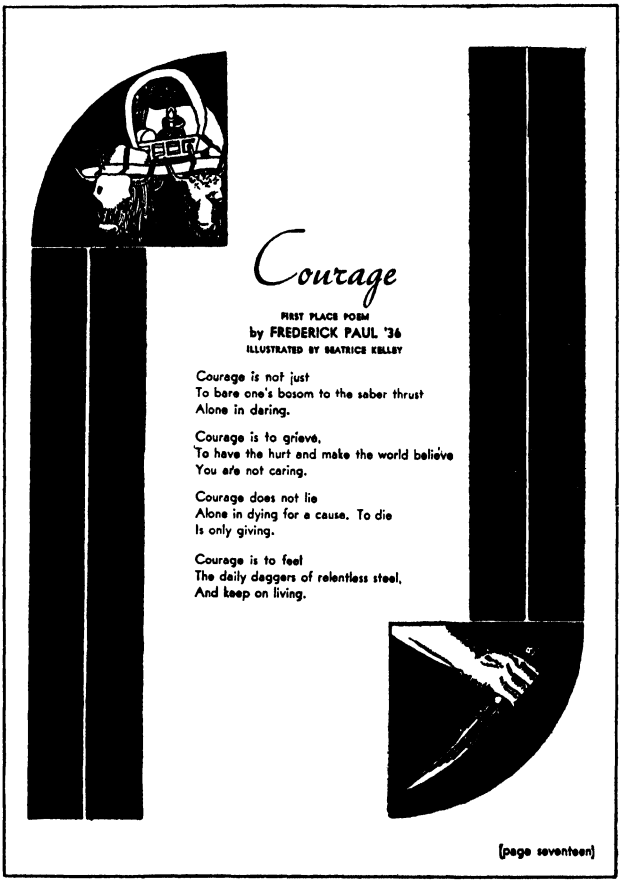
Work on the annual can be educative just as surely as the annual itself can be an educative influence in the school community. If the planning, the photography, the design, the writing, and all other phases of the work that can be done in the school are done there, abundant opportunity for educational experiences will result. Advisers should include as many students as possible in the work. Art, English, and printing departments should be in active collaboration. Other departments may assist as the need arises.

In general it may be said that the annual can be a fair test of the effectiveness of the school's interpretation program. If the memories, impressions, loyalties, and attitudes reflected there are in harmony with what the school aspires to do, it is probably achieving its objectives.

The Magazine.

Its Place in the School. Time was when the school magazine played a more important role in American school than did the newspaper. It printed the literary products, the poems, essays, and stories of the students. The pet of the English department, it was held up as a sort of Promised Land to all sluggish pupils. Pupils read it and passed it on to their parents, who showed it to neighbors, especially Jane's little essay on "The Boy Franklin." Humor—or what passed for it—played a prominent part in its pages and photographs almost no part. Crude etchings were

sometimes used, and occasionally fair art appeared. Perhaps no one conceived of it as a medium for school interpretation, but after a fashion it succeeded in attracting community attention to worth-while activities of the



Courage

FIRST PLACE POEM
by FREDERICK PAUL '36
ILLUSTRATED BY BEATRICE KELLEY

Courage is not just
To bare one's bosom to the saber thrust
Alone in daring.

Courage is to grieve,
To have the hurt and make the world believe
You are not caring.

Courage does not lie
Alone in dying for a cause. To die
Is only giving.

Courage is to feel
The daily daggers of relentless steel,
And keep on living.

[page seventeen]

FIG. 13.—Page from the *Manitou* of Lincoln high school, Manitowoc, Wisconsin. The high-school magazine must maintain high standards if it is to exist as a literary magazine and as a medium for other artistic expression.

school. Without a doubt it interested pupils in creative writing and to some extent in art.

Today the school magazine rarely exists as the major periodic publication of a senior high school. The news-

paper has that position. If the school is big enough and enterprising enough a magazine may spring up and have a prosperous career. It may maintain high standards and offer real inducement for the few gifted writers of the school. Unless it does follow a high level of artistry in composition and illustration it cannot survive. It must fill a want other than that filled by the newspaper.

Junior-high-school Magazines. In junior high schools, where hereafter the magazine is likely to enjoy its greatest popularity, it combines with some success the literary and journalistic aims. The journalism, indeed, may be mere statements of news facts; the more technical principles of news writing are yet to be learned. The poetry will not be distinguished and the essays and stories will have uncertain merit, but pupils will try hard to write something good enough to make its pages, and they will cherish each casual mention of their names in its news notes. The contents of one issue of a typical junior-high magazine, the *Virginia Junior Life* follow. Family Treasure (a continued story), Tropical Nightfall (an essay), President Lincoln (an essay), Grandfather's Clock (an incident), From Boy to President with Franklin Delano Roosevelt (a biography), Do Dreams Come True? (a Lincoln story), A Man for the Ages (a series of brief characterizations of Lincoln), Books (a paragraph), Our Band Hall (explanation and news), a linoleum block picture of a rabbit, The Girl Scouts (news), Value of Trees (essay), The Buddha (story), The Excuse Habit (essay-editorial style), Dizzy Definitions (foolish answers in class), Interesting Facts of Minnesota (essay), another rabbit (space filler), How an Alien May Become a Citizen (essay), The Speech Chair (news), Preservation of Our Trees (essay), The Beauty of a Summer Shower (literary essay), Citizenship of Yesterday and Today (essay), Washington, Our National Capital (essay), A Football Hero (verse), Grins (explaining a local exhibit), School Spirit (essay), Exchanges, Poem, jokes, page of paragraph essays, Humor (two pages).

Here is a good deal of variety with some suggestions for interpretation. Word pictures of classroom activities; continued emphasis on creative writing, and on straightforward informative essays; cultivation of positive school attitudes and habits, probably best done through brief stories; continued and expanded recounting of school activities—these are among the probable emphases the junior-high-school magazine will find valuable. It can, and in many schools does, contribute much to parents' understanding of the school.

The Handbook.

Nature and Purpose. In recent years the practice has sprung up, particularly among larger secondary schools, to publish a booklet for students containing essential information and instruction about the activities of the school. The booklet is distributed at the opening of the school year. For new pupils, especially, it is valuable, enabling them to assimilate quickly the rules and traditions of the school, and to adjust themselves to the curricular and extracurricular programs. For all students it affords a ready reference.

Besides offering all necessary information, the better handbook usually contains suggestions on learning how to study, some advice on conduct about school, and a serious effort to foster school and individual ideals. Sometimes the purpose of the booklet is stated; sometimes it is not. Here is one of the better statements of purpose:

> The purpose of this handbook is to give a clear understanding of the essential details of our large organization and to acquaint our students and teachers with the aims and objectives of our institution. It will not only enable students to avoid serious mistakes, but will also serve to keep alive the fine traditions, the high ideals, and the loyal spirit that have played so great a part in the life of our school.[1]

In keeping with the idealistic purpose suggested here, such features are included as students' creeds, definitions

[1] *The Life of Boise High School,* A Manual of Information and Instruction for Students, Boise, Idaho, 1932, p. 3.

of school spirit, school mottoes, dedications to service, definitions of citizenship, and direct appeals such as the "Let's Start Right" of the *Red and Black Book* of North Central High School, Spokane. "Let's Start Right" urges at some length a right attitude, a right aim, a right method, and right conditions. Moreover the handbook attempts to give pupils as attractively and emphatically as possible the objectives of the school and the purposes of its several activities. Aside, then, from its informational and instructional aspects, educators have found the handbook to have decided inspirational benefits.

Contents. The contents of handbooks are extremely varied and often sadly disorganized. Some booklets contain only the merest outlines of school regulations and activities in a dozen or fifteen pages; others carry a hundred or more pages of greatly varied and detailed information and suggestions. A few have cultivated the virtues of careful and logical organization. The main content division of one of the better books[1] follow.

Loyalties.
Part I. How to Do School Work Successfully.
Part II. General Information.
Part III. The Courses of Study [largest division].
Part IV. School Activities.
Part V. Songs and Yells.
Part VI. Customs and Manners at South High.
Study Program [blanks to be filled in].
Index.

McKown,[2] after studying a large number of handbooks, suggested an organization of contents. The first division with all subheads and the main divisions for the rest of the book follow.

1. Introduction.

Aims of the school; creeds, American's and student's; date of publication; dedication; flag salute; identification spaces; introduction or

[1] *The Book of the South High School*, Youngstown, Ohio.

[2] Harry C. McKown, The High School Handbook, *School Review*, Vol. 32 (November, 1924), pp. 667–681.

foreword; location of school and how to reach it; names of faculty members; names of handbook staff; picture of school; principal's greeting; school emblem, motto, colors, etc; table of contents; what the city has a right to expect of you.

2. Organization of School.
3. Program of Studies.
4. Pupils' Organization and Activities.
5. General Usages, Customs, Traditions, etc.
6. Miscellaneous.

The Handbook as Interpreter. Among high-school publications the handbook is second only to the newspaper as an avenue of approach to the home. It helps to educate parents as well as pupils to the objectives and methods of the school. It fosters in pupils educational ideals which are transmitted to the community. Preparing it for publication develops initiative and responsibility and furnishes training in gathering, writing, and organizing the contents. It unifies the school, preserves desirable traditions, and promotes such school virtues as loyalty, cooperation, and sportsmanship. Pictured activities, floor plans of school buildings with rooms labeled according to function, and maps showing building locations and routes to school contribute to the informational value to parents.

Parents of pupils just entering a school are likely to read the booklet with more intentness than at any other time. "Do You Know," "Facts about the School," "What It Costs to Educate You," and similar sharply focused sections are very valuable in promoting understanding in the home. Attractiveness of cover, including color, design, and texture, and typography of the book also serve to create interest in pupils and parents. One of the more attractive of the recent books is pictured on page 193.

Rapidly growing popularity for handbooks is not hard to predict. Fifteen years ago they were almost unknown in public schools. Now a majority of city high schools have them, and in some form they have appeared in schools of two hundred or less enrollment. Pupils like them, parents

like them, and school men are convinced they furnish a valuable means for presenting in attractive form school facts and principles.

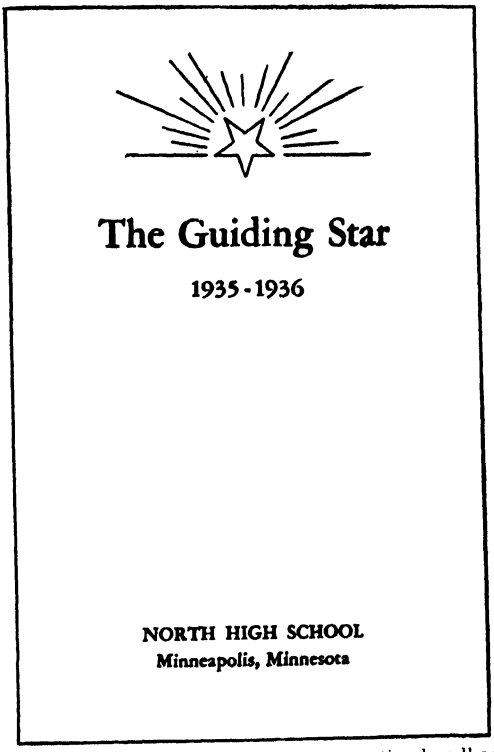


FIG. 14.—Cover of one of the more attractive handbooks.

Printed Programs.

A universal but much neglected vehicle for school interpretation is the printed program for a school play, concert, or other entertainment. Most patrons arrive a few minutes before the performance starts. Usually they read everything that is written on the program given them. It is reasonable that they would rather read information about the school than advertisements of local shops. Information so given is likely to be impressed upon the

reader's mind, particularly if the program is artistically designed and printed. Readers are relaxed; they have time to think about what they have read, to talk with one another about it.

Not all types of school information are suitable for presenting through printed programs. Briefly stated miscellaneous facts under such a head as "Facts about the School or "Do You Know That" are often impressive. Much will depend upon the number of pages in the program. With more pages will come more opportunity for enlarging on facts. Invitations to patrons to visit the remodeled home-economics department or the art class in which the program was designed, or to attend the physical-education demonstration the next Tuesday are desirable features. The story of cooperation involved in the preparation of the entertainment and the making of the printed program may be told. It will help patrons to appreciate the performance and the school that presents it to know that it is the joint enterprise of a number of departments, for example, dramatics department, the play itself; music, the interludes; industrial-arts, the stage setting, lighting, and printing of programs; home-economics, the costuming; art, stage design and the program; social-science or English Department, the gathering and writing of school information for printed programs. Besides telling what each department has done, the story will explain the work of the Usher Club and tell what part teachers have played in the production.

Lovejoy cites a program in which he found the following statements about pupil service to the school:

The pupils of School 53 have shown civic pride and a spirit of helpfulness this year in these ways: (1) they have kept the desks, the rooms, the building, and grounds free from papers and rubbish; (2) they have assisted the engineer with his daily cleaning when help was scarce; (3) they have sold tickets and have made and paid for their own pageant costumes; (4) the boys have acted as a safety squad at the corners of the block; (5) the boys have made and installed a bulletin board in each

room and in each corridor; (6) they have acted as messengers to the bank and to the superintendent's office; (7) they have tried to be good citizens by being prompt, clean, helpful, courteous, and obedient; (8) our entire building has been redecorated inside and out and much needed repairs have been made on the roof.[1]

The convention has been for programs to carry advertising. Sometimes the advertising is supposed merely to pay the cost of materials and printing; at other times, however, it is a money-making venture. In such cases artistry of design and typography are rarely regarded as important. Probably the reader is expected to be pleased at finding "Act II, The Standish Dooryard. An afternoon in October," sandwiched between Sterne's two-pants suits and the Vanity Beauty Shoppe. It is certainly true that most of the programs will be found on the seats or the floor afterward.

So excellent a medium of reaching the public should not be disregarded. Should not the printed program be considered a legitimate expense? The writer is convinced that it should be. Moreover it should receive the same exacting care that goes into the event it announces, whether that be a play, a track meet, or Open House. If the program is complete, artistic and orderly, if it tells the reader something worth knowing about the school, a more appreciative audience is certain to result and the school will enjoy better public understanding.

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CHAPTER VIII

THE ANNUAL REPORT

The Superintendent's Annual Report.

If there is anything for which school executives have been scolded consistently for a generation by leading educators, it is their annual reports. The annual report is very nearly the oldest and certainly it is one of the best means of telling the public what the schools are doing or trying to do. Yet year after year presses turn out incredibly lengthy, dull, and jumbled compounds of tables and academic discursions. After a century of experimenting, a century in which to profit by the examples of Horace Mann in reporting a state system, and of pioneers in city school reporting, many reports are still failing to interest the average reader beyond stimulating him to wonder why so much tax money should be spent on such a book. Fifteen years ago Cubberley felt called upon to say in his text on public-school administration:

> An examination of hundreds of printed school reports shows how painfully inadequate many of those issued are. Too often they are not reports at all, but rather a mechanical record of certain facts relating to the formal operation of the school system, and give no evidence of having been prepared for any other purpose. Sometimes they contain but a few pages of report proper, the great bulk being given over to printing a course of study, or the rules and regulations of the school board. Sometimes these reports are issued biennially instead of annually, sometimes only occasionally, and not infrequently, not at all.[1]

A casual examination of a hundred school reports taken at random today would show a despairingly large number still neglecting the first principles of educational reporting,

[1] Ellwood P. Cubberley, *Public School Administration*, pp. 425–426, Houghton Mifflin Company, 1922.

still piling up statistics, and still preserving the sacrosanct terminology of educational science. In one of the most extensive of recent surveys, Fowlkes found that nearly one-fourth of the current reports he studied gave more than 60 per cent of their space to statistical tables and more than a third gave 90 per cent or more of their space to expository material. On the other hand, fewer than a third of them had any space for pictures.[1]

If the movement toward more attractive and generally effective annual reports has not been rapid or universal, it has none the less resulted in much improved reports in a number of cities both large and small. Under the stimulus of scholarly investigations and analyses such as Clark's[2] and Neale's,[3] the admonitions and suggestions of leading writers on school administration, and enthusiastic articles by superintendents who have experimented with modern methods, some very attractive and readable reports are appearing. Doubtless the crises that came with the depression further persuaded school executives to make the best possible use of the annual report in winning the public's thoughtful approval of the school.

Perhaps the most notable developments in the annual report have been due to the rapidly spreading conviction that the report is for the *public;* that it should be not so much archival as interpretative; that it should be much less a detailed record of repairs made, money spent, and coal consumed, than a revealing story of the activities that make a school; in short, that it must deal not with figures but with children. Whereas once it was solemnly delivered to the school board and thereafter submitted to a few selected persons for routine scanning, now it is circulated

[1] J. G. Fowlkes, The City Superintendent's Annual Report, *The Nation's Schools*, Vol. II (September, 1928), p. 62.

[2] Zenas R. Clark, *The Recognition of Merit in Superintendents' Reports to the Public*, Teachers College, Columbia University, Contributions to Education, No. 471, 1931.

[3] M. G. Neale, *School Reports as a Means for Securing Additional Support for Education in American Cities*, Missouri Book Co., 1921.

widely. It is no longer prepared to be filed but to be read. These are the concepts behind the lively and revealing reports of today. They are the impelling beliefs that are arousing school men out of their lethargic satisfaction with

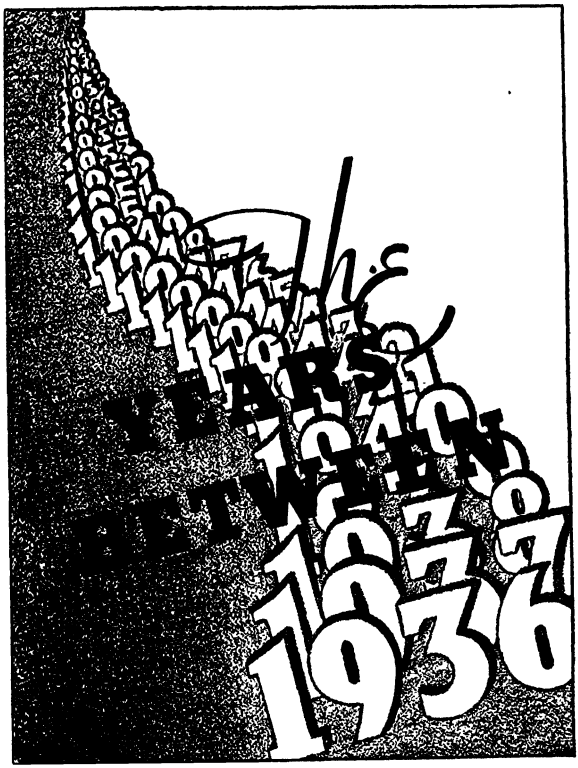


FIG. 15.—"The Years Between." The cover design of one of the best of the current annual reports. Prepared by Superintendent Herold C. Hunt of Kalamazoo, Michigan.

the same plates and illustrations they used two years ago and five years ago. These school men are no longer cherishing the faith that facts are interesting even in the drabbest of vestments.

Instead they have been studying the public mind and the public's interests. They have turned to photography and art for vivid presentation. They have familiarized

themselves with typography and paper stock, with cover color and design. But most important of all, they have grasped the principle that nothing is so interesting to parents and other taxpayers as children in action. They are learning, a little painfully, that facts to be understood must be simply stated, and more, that they must be repeated in picture, graph, or chart. They have discovered that public action in support of school needs waits on public feeling of appreciation for the work of the school. They are discovering that this annual report, so long with them but neglected, is an excellent means for achieving these ends.

Making the Annual Report a Good Interpreter.

Contents. What the annual report should contain to be of maximum value as a school interpreter has not been scientifically established, though several thorough investigations have been made. It is doubtful if any prescription of contents, no matter how scientifically derived, will fit all communities. Without question the level of comprehension, attitudes toward school costs, and needs of the school will demand varying methods and emphases in different communities.

Though universally appropriate content cannot be prescribed, a few generalizations may wisely be followed in the preparation of a report designed to interest and inform the public. In the first place a balanced picture of the whole school must be presented. It is important that educational, health, and recreational activities be as significantly represented as finance, buildings, and attendance. It is probably good judgment to include, also, a statement of the purpose of the report. Operating policies of the school should be clearly enunciated. What is the administrative organization? How is personnel administered? What policies are followed in classification and promotion of pupils? Farley suggests that superintendents consider the following items:

1. The most significant achievements of the year as they relate to pupil progress.
2. Innovations adopted during the year; the selection of new objectives.
3. Current criticisms of the school.
4. Next steps in the planned educational program of the city.
5. Special problems arising from inadequate financing, housing, safety, health protection, and other school services.
6. Budgetary and other fiscal practices connected with giving an account of stewardship of funds.[1]

The effective modern report will carry a few easily interpreted charts and graphs rather than long and incomprehensible tables. The histogram in particular is valuable.[2] Pictures, especially pictures of pupils in school activities, are considered vital to a good report. An index is also necessary for ready reference. A table of contents, of course, is assumed.

The arrangement of the main parts of a report is not tremendously significant. Many studies have been made of contents and not a few plans for organization of materials have been advanced. These might be more useful if they were not based upon the average report. The slavish following of a detailed guide is likely to give as little satisfaction as attempting to duplicate the contents of a much admired report. It is important, however, that the report be logically organized and that the divisions bear relationship to local needs and conditions. A city of 5,000 inhabitants might reasonably require different order of content, even different divisions, from a city of a million population. There might, also, be needful variation from year to year. This much, however, may be suggested as valuable and a point of practice with better reports: the order should be such as to interest the reader in what is being done to educate children on all levels, to care for their health, and to

[1] BELMONT FARLEY, *School Publicity*, pp. 42–43, Stanford University Press, 1934.

[2] Fowlkes found the histogram to be the most popular type of graph (*op. cit.*, p. 64).

develop character, before financial matters are presented. Finally, the report should be brief. Shorter reports make necessary more skillful condensation of facts, better selection of pertinent materials, and more use of visual aids to understanding. Furthermore, brief reports are more likely to be read throughout by citizens.

Style. Outstanding is the difference in style between the old report and the newer type. Whereas the old report was written in the language of educators, the new one speaks vigorously in the tongue of the layman. Such simplification has been one of the improvements most urged. Neale found no evidence of special attempts to make the report readable.[1] After studying a representative group of annual reports Fowlkes issued the following caution.

> In writing a school report, great care should likewise be exerted in avoiding the use of technical terminology unless such technical terms are defined in terms which are simple and easily understood by a lay reader. Although it is probably necessary to include some statistical and tabular material, such material should be organized so that it is read with the least possible difficulty and should be accompanied with graphs and explanatory statements. The assumption that laymen are intimately familiar with the terminology and problems of superintendents and teachers frequently defeats the very purpose of the school report. Before the annual report is sent to the printer, it would be an excellent policy to have a report read by several laymen representing all classes of people, and recommendations received from them concerning desirable modifications of the report.[2]

Sentences should be simple in construction. Abstractions should be avoided as much as possible. The newspaper affords good sentence patterns and suggests the wisdom of short, uncomplicated paragraphs. The newspaper is pitched for the average comprehension. The report should aim no higher. It does not have to lose emphasis as a result; indeed it is more likely to gain it.

[1] NEALE, *op. cit.*, pp. 90–98.

[2] J. G. FOWLKES, The Annual School Report, *Education*, Vol. 53 (October, 1932), p. 67.

Newspapers contrive to carry their points effectively without involved and technical verbiage. Something that will be read is the aim, and to it should be sacrificed personal desires for dignity or elegance.

The following passages, taken at random from two current school reports, illustrate flexible, concrete, and intimate style. Incidentally, they achieve effects through the specific that would not be possible in any other way.

CITIZENSHIP

"He loves his country best who
strives to make it best."

A visit to our school will impress one with the work being accomplished in the making of good citizens. Out of doors, as well as in, there are signs of the fine civic training our children are receiving. While on the playground watching physical education groups, we observe two boys approaching a teacher. One says, "He refuses to be out even though his own side says he is." A question from her about fair play reminds the boy of his obligations, and both return to the game satisfied with the democratic rule of the playground. Two girls chasing a ball run into us, apologize, and are on their way. A bell rings, play stops, and the children walk quietly toward the building. There is an apparent realization that playtime is over, but their manner of entering the classrooms indicates that they are anticipating another phase of their day's work.

Entering a busy room which attracts us, we find the children working in groups, and are informed by one of the class that this is a sixth grade whose committees are working on different phases of their social-studies unit, ancient Egypt. Five boys are building the framework of a boat, and close observation shows one boy to be in charge. However, all are offering suggestions as to how Cleopatra's barge is to be constructed, and each offering is carefully considered. Comments are made: "That is a good idea," or "No, that won't work, for it would make it too narrow." A group of girls is writing a play, and spirited, good-natured criticism is being given as to the results thus far accomplished.[1]

The teacher is expected to recognize the early signs of disease, and to send a sick child home as soon as he begins to appear ill. The child helps by telling the teacher when he is not well. Parents also should cooperate by keeping sick children at home until they have completely recovered.

[1] *Pasadena City Schools*, Pasadena, Calif., 1935, p. 41.

Are you interested to learn what goes on in the classroom? Immediately after the children enter their classrooms in the morning, the teacher gives the signal for the daily health inspection. The purposes of this carefully planned inspection are many. First, it enables the teacher to discover early signs of illness, and thus prevents the spread of communicable diseases. Second, it gives the teacher an opportunity to inculcate habits of personal cleanliness. Third, the inspection helps to establish cooperation between the home and the school. . . . The wearing of sweaters and coats indoors is discouraged. With the teacher standing in front of the room, a general survey of the class is made for symptoms of illness and for evidences of any physical disorders. The cleanliness of the clothing is noted. Each child is then expected to display a clean handkerchief. The condition and cleanliness of shoes and stockings is noted by having the children face the windows with their feet in the aisles. On regular occasions, the children bring their toothbrushes to class for inspection and to assure the teacher that each child owns an individual toothbrush.[1]

Pictures. The major emphasis in the annual reports of recent years has been on pictures. A recent article bore the title "Pictures Are Easy to Read."[2] To the writer's desk on the morning this was written came a circular letter announcing a new magazine of pictures. Here was a faith in the story value of pictures. To quote, in part:

We have learned that pictures are a new language—difficult, as yet unmastered, but incredibly powerful and strangely universal. We have learned that for many stories the camera is itself the greatest reporter of all time.

We have learned that pictures can be grouped and edited to tell their own story of our world today—vivid, heroic, kaleidoscopic, and quite different from that other story you can read in words.[3]

School men, as well, have been learning that pictures are a new language, a language intelligible to all of the half-dozen, or twenty, or thirty different nationalities in a com-

[1] Child Health and Recreation Extension Activities. A Special Report Submitted with *The Thirty-Seventh Annual Report of the Superintendent of Schools, City of New York*, 1934–1935, pp. 38, 40.

[2] HEROLD C. HUNT, Pictures Are Easy to Read, *Nation's Schools*, Vol. 17 (April, 1936), pp. 30–33.

[3] HENRY R. LUCE, announcing plans for the publication of *Life*, a new picture magazine. Sept. 8, 1936.

munity. They have learned the principle of grouping pictures to tell a story. Supposing the story is of the health work of the schools, each picture represents a phase of that work. Laboratories, playgrounds, dental examinations, all are appropriate subjects for pictures to make up the group. Perhaps twenty or thirty scenes are taken. Of these the best are selected, arranged on a page or series of pages, and given revealing titles. A crisp account of the health activities of the school accompanies the pictures. Character development, the fundamental skills, art education, and special education are among many appropriate subjects for such groupings.

A few years ago most of the photographs appearing in annual reports were of buildings. The same cuts were used until they were worn out. Probably they were used because they were at hand. Usually they were not made especially for the report, but they had mass and proportion, and superintendents thought that people liked them. Perhaps the average reader did welcome a picture of a well-designed school building in the middle of a page of small type, but it is not likely that he gave it as much attention as he gives the pictures that enliven the pages of the better reports of today.

The pictures of today's reports represent schoolchildren in activity. Samples of the work from kindergarten through junior college and adult education are shown through photographs. Moreover the pictures are not taken casually. Every picture that finds its way into the report is the result of careful consideration of (1) the educational activity depicted, and (2) the photographic principles of grouping, balance, distance, etc. The school man must first decide what particular activity is most typical or most suggestive of the work on, say, Home Hygiene. With the counsel of the instructor he decides on a scene in which the instructor is demonstrating how to bathe a baby. The picture must be fairly large; the pupils must be arranged so that most of the faces are visible; the grouping

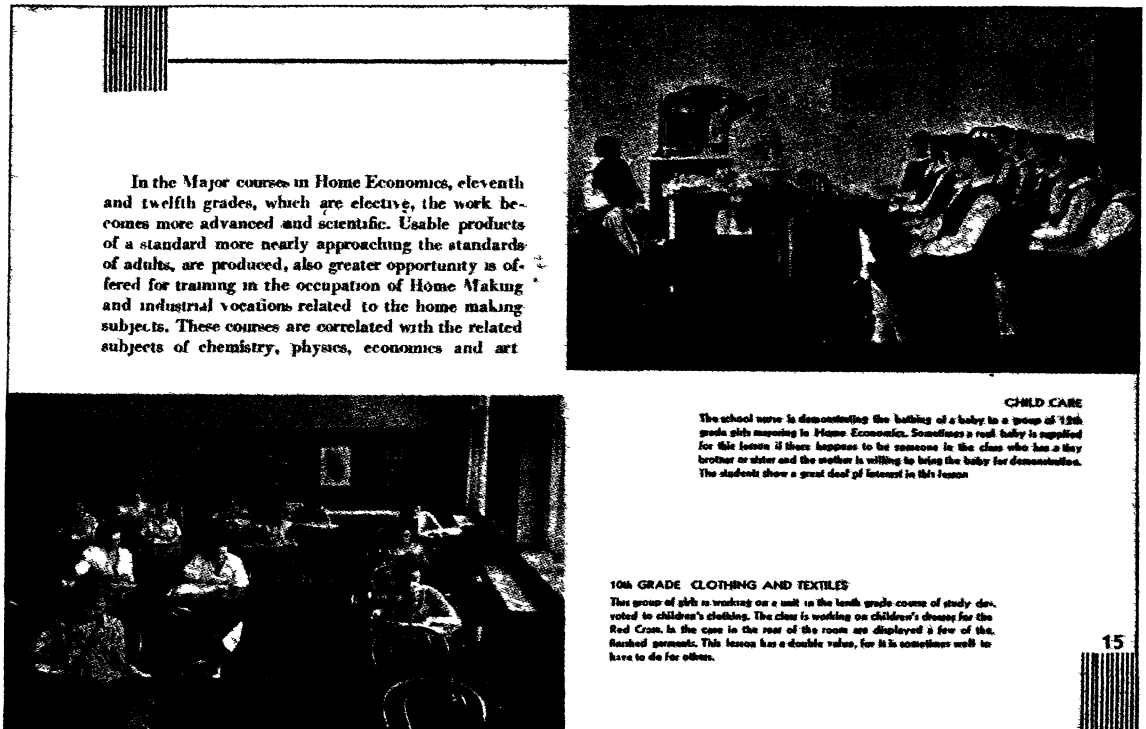


FIG 16 —Page from *Facts about the Baltimore Public Schools—Home Economics Education*, 1935, Baltimore, Md Grouping pictures to tell the school story

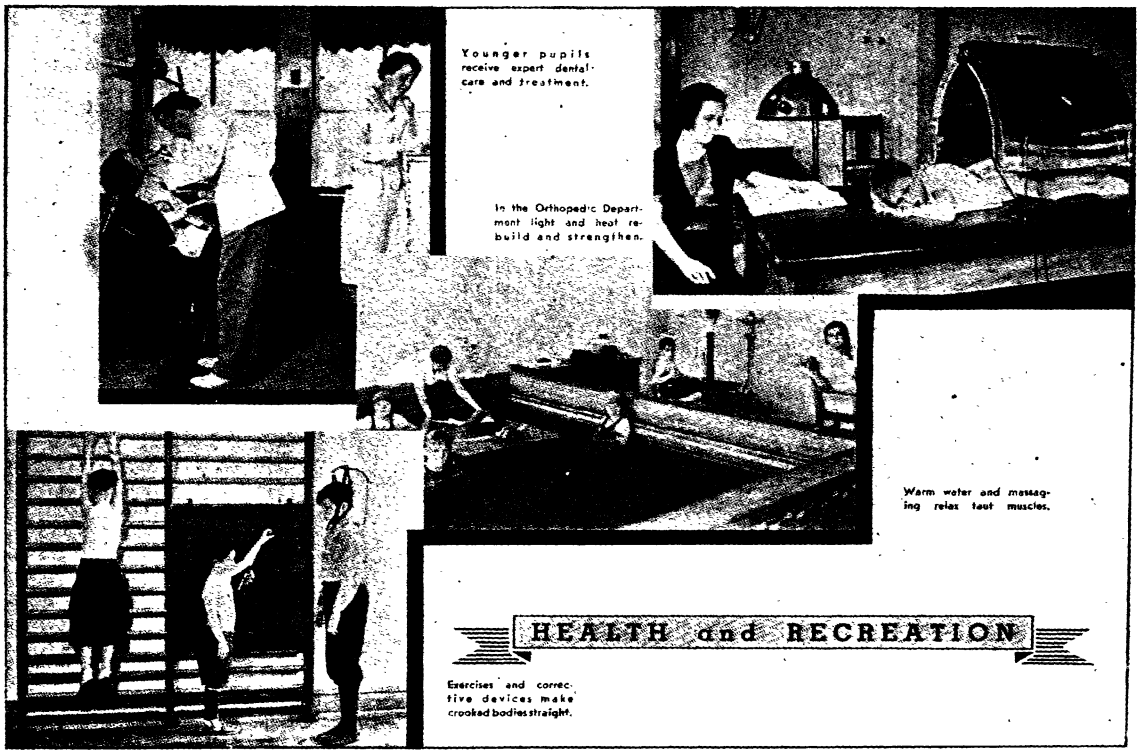


FIG. 17.—Page from *Kalamazoo Public Schools—An Interpretation*, 1935. One of two pages with pictures, grouped to tell the story of health and recreation.

must focus on the center of interest. Too many figures must not be included.

Each picture presents different problems. Sometimes the action will demand but one or two persons; at other times, when the director wishes to show mass response, an



FIG. 18.—A human-interest picture that explains very effectively an important work of the school. It appeared in the Kalamazoo, Michigan, report for 1935 and was reprinted in the *Nation's Schools*, Vol. 17, April, 1936 (Herold C. Hunt, Pictures Are Easy to Read).

indefinite number of persons will be included with faces in the foreground reflecting interest, enjoyment, or whatever is desired. Or the picture may be designed to show what the school is doing to encourage personal hygiene. Two or three children, as in the excellent photograph above, are all that can be used if necessary details are to be included.

The substance of what the writer wishes to convey is that pictures are among the very best means of interpreting the school, but that their effective use demands preparatory study, some experimentation, and exacting photography. A few carelessly arranged or badly photographed scenes will spoil the effect of many good ones.

The question of how much of the report should be devoted to pictures is a difficult one. In its school code one city that has pioneered in school interpretation insists that 40 per cent of the report be pictorial.[1] Fowlkes' study revealed an average of only 4.5 per cent pictures in the typical report.[2] The weight of opinion is for much more than that. A few of the most discussed of recent reports are largely pictures. New York City's 1934–1935 report, *All the Children*, based largely on pictorial appeal, was everywhere hailed with enthusiasm, and demand was so great for copies of it that additional copies had to be printed.[3] Exhausted supplies have attended similar reports in other cities.

Though there is little or no scientific evidence that the pictorial report has influenced the public to action in behalf of the schools, the consensus among educators who have experimented with pictorial reports is that they have a distinctly favorable effect upon the public. In Milwaukee an immediately measurable effect of such a report on the board members themselves, according to Thiesen,[4] was a spontaneous request for a second printing of 10,000 copies. The increasing popularity of pictures in all types of publications doubtless plays a part in the receptivity of the public toward richly illustrated annual reports. Certainly it has become obvious that the report of the future will be not 4.5 per cent pictures, as Fowlkes found, but nearer 45 per

[1] "The Public School Code," Hamtramck, Mich., Public Schools. *Research Series No.* 2, Hamtramck, 1927, p. 272.

[2] FOWLKES, The City Superintendent's Annual Report, p. 64.

[3] The New York *Times*, Mar. 22, 1936.

[4] W. W. THEISEN, How to Make the Superintendent's Report Reach the Taxpayer, *Nation's Schools*, Vol. 2 (December, 1928), p. 32.

cent. In the meanwhile the average superintendent has much to learn about representative school activities and about principles of journalistic photography.

Graphs, Charts, Maps. Readability and attractiveness are acknowledged aims of the modern report. To that end, in the best reports, the detailed tables that once covered page after page have been condensed and relegated to the back of the book, or, better yet, left in permanent office files. In their stead have appeared interpretations in the form of graphs, which are at once more comprehensible and more emphatic. Often all the important statistical information of the report is converted into graphic form, making it unnecessary to include the original data. Such practice is recommended for all superintendents.

A wide diversity of graphs are used, some of them inexpertly. Making pertinent graphs, like taking effective pictures, requires study. Necessary are knowledge of graphic method and sound estimation of materials. Graphs must fit the type of information being presented. Facts on elimination from school, for example, are presented most dramatically through cartoons representing schoolchildren diminishing in number or in size. The same information would have little immediate appeal presented by line or bar graphs. Yet line graphs and bar graphs are used most frequently for almost all types of information. Some graphic conventions are probably overworked, such as the divided circle to show how the school dollar is spent. Cartoons always get attention and are becoming popular in reports.

Charts of administrative organization, of curricula, or outlining pathways through school are illustrative of another type of material which enhances the interest of the report. Though ordinarily not so numerous as graphs, they are finding increasing acceptance to show relationships and functions. Maps, too, may add materially to the value of the report. Modern man's interest in them is spontaneous and impelling. They are often highly necessary to show such facts as distribution of population,

hazards to children, location of school buildings, and economic composition of the community. One report from an earthquake region had a map showing major earth faults in the adjacent territory.

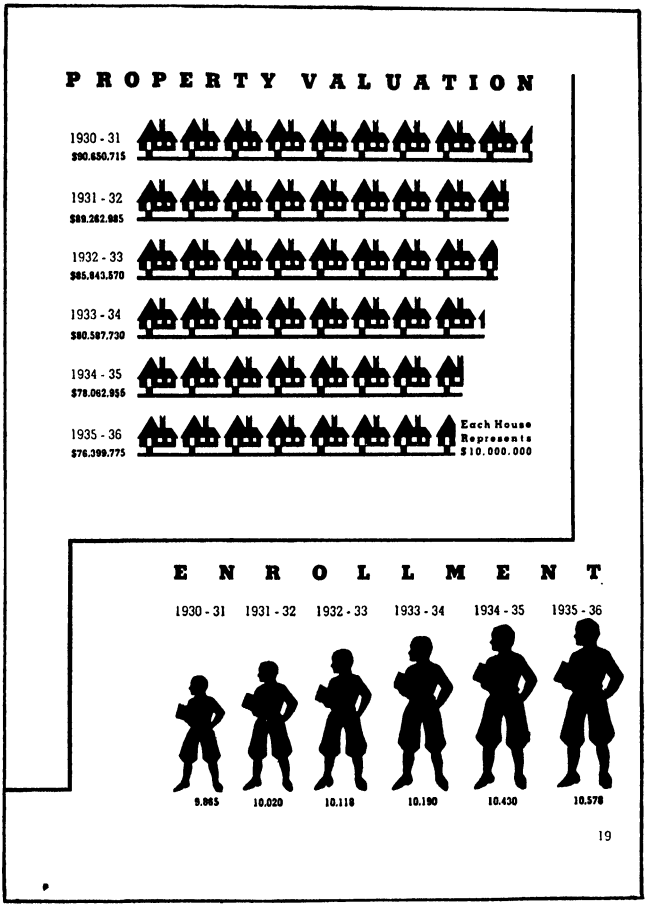


FIG. 19.—Graphic presentation of school enrollment and property valuation. A page from *The Years Between*, the Kalamazoo, Mich., annual report for 1936.

Mechanical Details. Hardly less important than the message of the annual report and the mediums chosen for communicating it emphatically are the mechanical details involved in typography, make-up, and binding. A few

years ago, for instance, an annual report with a cover that attracted the eye through color, design, or title was almost impossible to find. The average cover was dull gray or brown and bore as title the unadorned fact that it enclosed the annual report of the school board or superintendent of a particular city. Except for the name of the city the

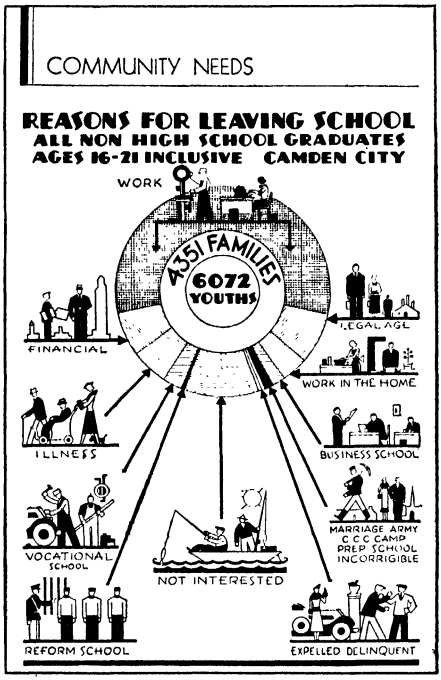


FIG. 20.—A revealing chart. A page from the Camden, N. J., *Annual Report*, 1934.

reports of a given year were indistinguishable, one from another. The typical report was like a college professor of the writer's undergraduate memories. It, like the professor, appeared year after year in the same gray suit until it had lost all capacity for surprise and had become a fixed part of a changing background. Not so with the modern interpretative report. It is bound one year in orange, the next in green or light blue, or it is in black and white with an expressive photograph or drawing as part of the cover

design. It bears a title that expresses a specific theme for the report, such as "The Public Schools Face the Depression," "Our Techs," "The Years Between," "Then and Now," "All the Children," "Through the Years," and "Learning to Live." Many excellent reports do not bear such titles, but the trend very definitely is toward them.

Other details are demanding attention. Along with arresting pictures, graphs, and charts have come wider margins, more attention to size and style of type, and paper of good-quality enameled stock to bring out the values of half tones and etchings. Spacing, length of line, and paragraphing have been watched with the reader in mind. It is strange that these matters are not always prime considerations. Surely they produce pronounced reactions in the reader.

Circulation. No matter how good the report is, it can be of little value unless it is placed in the hands of the leaders of the community. Varied policies have been followed by school executives. The number of copies circulated often have exhibited little relationship to the size of the community. No set policy can be prescribed. It is commonly suggested that all the professional men, businessmen, and other leaders in the community should have copies. This is often impractical because of the expense of printing so many copies. If, however, the report is made as brief as it should be, the cost might be reduced enough to permit doubling or quadrupling the number that can be printed under the budget. Copies should be available for leaders in education, other superintendents, legislators, and persons who are especially interested. One superintendent's report was given detailed study in two university classes.[1] Who can say what influence that report exerted on American education? The more the better reports are circulated and discussed locally and throughout the country, the more the public will understand what the schools are doing and the more it will support them.

[1] *Ibid.*, p. 32.

Disseminating Information from the Report. The enterprising superintendent or director of interpretation will use materials (pictures, graphs, statistics, etc.) from the annual report for newspaper articles and stories. Often the whole public can be reached only through the newspaper. House organs may also carry some of the information. A few of the graphs should be enlarged and made available for speakers. Others might be used in the making of lantern slides. In short, the substance of the annual report should carry over into other phases of the interpretation program. Only a shortsighted and incompetent superintendent will go to a great deal of trouble to publish an annual report—and then blithely forget about it.

Monthly Reports.

Here and there superintendents have experimented with monthly reports instead of the regular annual reports. They have acted on the belief that the monthly report is more timely and can be focused better on a single activity or need. As might be expected such reports take many forms. Sometimes they are issued as bulletins to the patrons, resembling in form and to some extent in approach the house organ. At other times they are directed to the school board but serve also as interpreters to the public. Well known among such reports are those of Superintendent Simley of South Saint Paul, Minn.[1] To suggest the approach and something of the content, the first page of one of his reports is here reproduced. The report was twenty-three pages in length and was mimeographed.

TO THE HONORABLE BOARD OF EDUCATION
SPECIAL SCHOOL DISTRICT #1
SOUTH ST. PAUL, MINN.

I am pleased to hand you herewith the following report preparatory to your meeting Wednesday evening, November 13, 1935.

I. T. Simley, Superintendent

[1] For a detailed account see Irvin T. Simley, Keeping the School Board Informed, *American School Board Journal* (March, 1927), p. 102.

State Department of Education Is Pleased with Our Situation

Mr. H. E. Flynn, Director of High Schools for the State Department of Education, writes as follows to the clerk of our board under date of October 22:

"It is a pleasure for me to advise you that, when I recently visited your high school, I was impressed with the intelligent and economical administration of school affairs, with the splendid detailed budget provided, with the outstandingly good pupil spirit and attitude, with the adequate provision of teaching facilities, with the purposeful teaching and sound scholarship, and with the well-kept school plant. This school makes steady improvement in all of the functions and activities which are basic in good educational procedure."

School Garden Clubs Again Win State Prizes

The record of our various school garden clubs at the State Fair last fall again merits recognition. Mr. Beadle has given me the report and has delivered the checks to us as follows:

Junior High	$ 4.83
Lincoln	4.77
Central	4.77
Roosevelt	4.71
Washington	4.52
Total	$23.60

An Instance of Up-to-date Life-situation Instruction

By way of illustration as to one type of instructional materials and one type of instruction that are made available to high-school boys and girls today, in contrast with the old conventional program that was offered only a few years ago, I am enclosing with this board report a copy of the *American Observer*, one of the newspapers we are using in class to help our young people get a grip on the affairs of the world that are happening today. You will like the *Observer*. You will like the idea.

The practice of sending agenda to the Board of Education preliminary to a meeting is becoming fairly common. It saves time and is often the important factor in gaining approval for something needed. Moreover a month-by-month interpretation of the schools through competently prepared reports is more likely to promote general information and interest than the bulkier annual report.

Special Reports.

Pictorial Brochures. A few cities have adopted the practice of issuing at auspicious times special pictorial brochures either containing information from the annual report or as supplements to the annual report. Some of the most outstanding interpretative publications that have come to the author's attention have been of this sort. Among the best known of them are the brochures given to parents

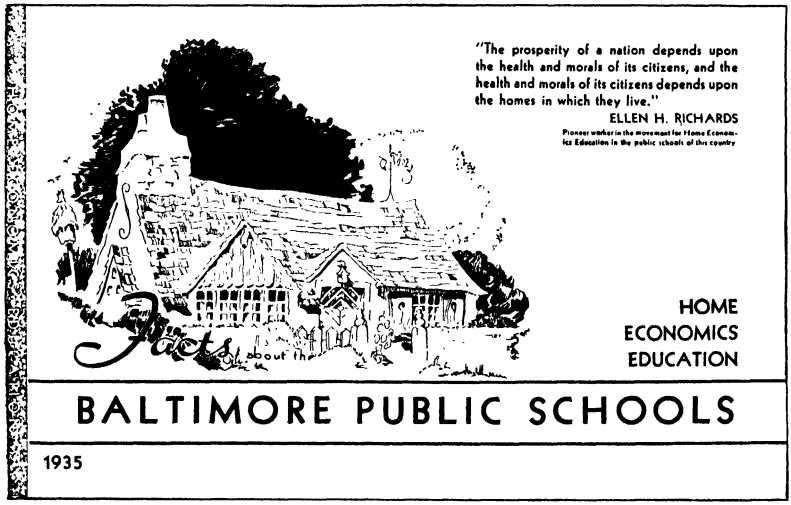


FIG. 21.—Cover of a brochure issued by the Baltimore public schools. One of a series of striking pictorial brochures issued for distribution to parents at regional meetings in Baltimore.

during regional meetings in Baltimore. Each bulletin in 1935 represented through action pictures the work of the schools in a major field of educational service. The bulletins are on "Health and Physical Education," "Special Education," "Evening Schools—The Schools of Opportunity," "Art Education," "Home Economics Education," "Industrial Arts Education," and "Music for Every Child." Each bulletin states in the clearest of terms the special objectives aimed at, and with striking illustrations shows how they are being achieved. The bulletins vary in subject from year to year, but facts are always pictori-

ally and graphically illustrated. One of the most interesting of such special reports is *The Public High Schools,* a publication designed by the Evansville, Ind., Board of Education to show laymen how different are the high schools of today from those of the early days of Evansville.

Budgets. Better public understanding of the school is the aim of another practice that is winning educational approval, that of publishing in a form for general distribution the annual budget. Though a number of superintendents have found such a publication an excellent means for keeping the public informed on vital needs of the schools, no one has written more lucidly about the project than Superintendent Akerly of Rochester, N. Y. who may well be quoted in part.

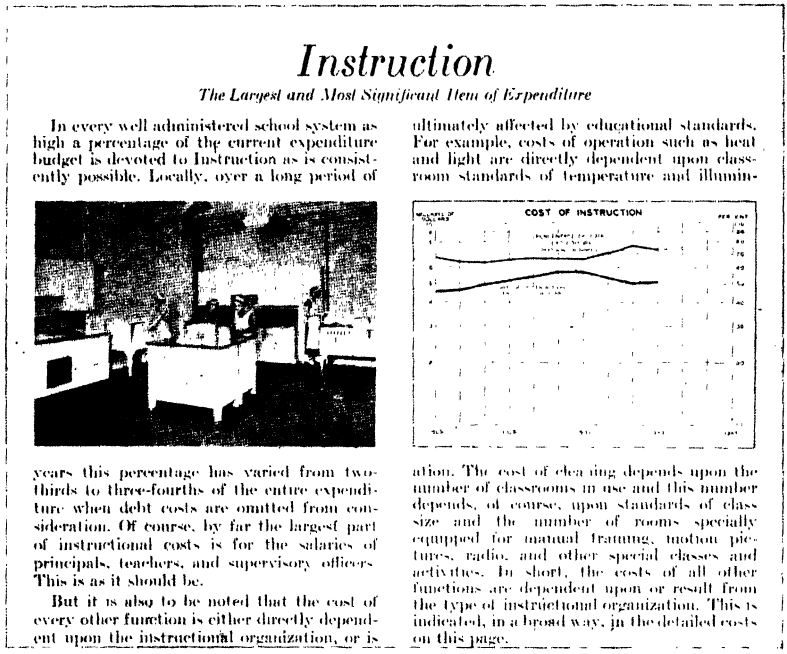
To make known to parents, to socially minded leaders, and to the great rank and file the essential economic facts of the local school system is a duty imposed on the board of Education, not by the law, perhaps, but as an implied public trust. But publicity to be legitimate should be inexpensive, simple, accurate, economically sound, and dignified. It must not bear the imprint of the press agent or the hallmark of the propagandist. It should be as high class as the output of the public-relations counsel of corporations of first rank. To every school district the opportunity for this type of publicity is offered in the preparation of the annual budget. . . .

Four years ago the Board of Education of Rochester, New York, decided to place a copy of its estimated financial needs of budget for the ensuing year, that of 1928, in the hands of every interested taxpayer at the same time that it transmitted the budget officially to the city council for approval. Sixty thousand copies were printed at a cost of approximately $1,200. It consisted of twelve pages, 8½ by 11 inches, printed with care on white eighty-pound machine-finished stock. A copy was sent to the home of each schoolchild by the oldest child of the family; principals supplied copies to interested persons in the community; the chamber of commerce and public libraries were given large quantities for distribution, and several hundred copies were mailed directly to civic leaders. The cost, 2¼ cents a copy, was never questioned.

Succeeding budgets which have followed annually have adhered to the same basic plan. They have grown from twelve to sixteen pages, the paper is better, half-tone illustrations of proposed schools are used

and there are other refinements, but the cost has been held to three cents a copy.[1]

Survey and Research Reports. Survey and research reports issued by the Board of Education afford excellent means for attracting public attention to the school in general and to specific problems. The survey report is



Instruction

The Largest and Most Significant Item of Expenditure

In every well administered school system as high a percentage of the current expenditure budget is devoted to Instruction as is consistently possible. Locally, over a long period of years this percentage has varied from two-thirds to three-fourths of the entire expenditure when debt costs are omitted from consideration. Of course, by far the largest part of instructional costs is for the salaries of principals, teachers, and supervisory officers. This is as it should be.

But it is also to be noted that the cost of every other function is either directly dependent upon the instructional organization, or is ultimately affected by educational standards. For example, costs of operation such as heat and light are directly dependent upon classroom standards of temperature and illumination. The cost of cleaning depends upon the number of classrooms in use and this number depends, of course, upon standards of class size and the number of rooms specially equipped for manual training, motion pictures, radio, and other special classes and activities. In short, the costs of all other functions are dependent upon or result from the type of instructional organization. This is indicated, in a broad way, in the detailed costs on this page.

FIG. 22.—Part of a page from a skillfully prepared budget. From the *Budget of the Board of Education and the Superintendent's Foreword*, 1936, Rochester, N. Y.

usually a separate publication; research reports often appear in the regular annual report. Both of them should be the sources of numerous newspaper stories and articles for other school publications. A sound practice in reporting school surveys or other educational research is to release significant portions as the survey or study is being made. Public interest is more definitely aroused and spread over a longer period of time.

[1] H. E. AKERLY, It Pays to Be Frank with the Taxpayer, but—, *Nation's Schools*, Vol. 11 (April, 1933), p. 33.

Survey reports demand the same clarity of writing, pictorial excellence, and graphic interpretation that annual reports demand. In general they have represented better educational journalism. Indeed, in some cases they have had decidedly stimulating effects upon the schools of a community and upon public interest in the schools.

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CHAPTER IX

HOUSE ORGANS AND MISCELLANEOUS PUBLICATIONS

The House Organ.

Some years ago teachers in the larger cities began to recognize the need for some sort of contact with all the other teachers of the system. At the same time school executives were learning the disadvantages of not having personal relations with all their teachers. The larger the city the greater was the need for some way of unifying the teachers of schools scattered throughout the city and of permitting the administration to keep in touch with all of them. Industry, facing a similar problem, widely scattered groups of employees with a common interest, had already solved it by establishing what was popularly called a "house organ," a newspaper or bulletin circulated among all employees, giving news of activities, plans, and salesmanship honors, explaining new processes, developing cooperation among departments, and otherwise promoting interest and solidarity among constituents.

City school systems adopted the idea but not with the universality that it deserves. Even today house organs are common only among the largest cities. Yet any city with a half-dozen or more schools would probably find some form of organ desirable. Moehlman[1] calls it a necessity for cities having a population of 50,000 or more and offers the following definition.

> The term "house organ" may be defined as any circular, bulletin, or magazine issued primarily for the stimulation and information of the

[1] ARTHUR B. MOEHLMAN, *Public School Relations*, p. 97, Rand, McNally & Company.

staff members, the major part of whom are teachers. Whether such publications are issued weekly, biweekly, or monthly makes little difference in classification, provided the reason for publication is as stated above.

Purpose. Various purposes for the house organ are avouched. Among those frequently insisted upon are to keep the staff informed of the problems and practices of the whole school, to develop group solidarity, to foster professional spirit, to improve teachers, and to promote good will among individuals and departments. A recent survey of twenty-five house organs disclosed the following aims:

1. To supplement the work of the supervisor in making best practice universal practice in the city school system.
2. To inform teachers and other members of the school staff regarding current activities and problems.
3. To inform the public in regard to school matters.
4. To make the routine announcements which constitute part of the administrative effort to encourage *esprit de corps* and professional cooperation.[1]

Though informing the public is not so often stated as some of the other aims, it is regarded, particularly by school executives, as an important service of the house organ. Its primary service is to the members of the school staff, but it does convey information of value to interested patrons. Indirectly also it educates the public through acquainting teachers with their school system, making them better interpreters in all their community relations.

Forms. House organs show little convention in size or form. For convenience, however, they may be classified as newspapers, magazines, and bulletins. Each type has its merits. The newspaper, more prevalent among the larger cities, lends itself well to display of features by arrangement on the page. It is also considered more arresting to the eye, especially when good journalistic prac-

[1] Cited in Belmont Farley, *School Publicity*, p. 47, Stanford University Press, 1934.

tice is followed in use of headlines and illustrations. Among the better known newspaper types of house organs are those of Detroit (formerly a bulletin), Los Angeles, and



Detroit Educational News

Official Publication of the Detroit Teachers' Association

Vol. 2 DETROIT, MICHIGAN, TUESDAY, JANUARY 21, 1926 No. 9

Barbour Faculty To Honor Dehany On 20 Anniversary

Elementary Teachers Present Plaque to Board

School Calendar

Det. Teachers To Hear NEA Head At Cass High Feb. 10

Schoolmen's Club Bills War Scribe For January Meet

Luncheon Scheduled For Statler Hotel

Dr. Agnes Samuelson Will Talk on the Future Of Education

Tyson, W. Wright To Entertain Club

Illinois Educators Schedule Social Meeting For Englewood Club

Sufinsky Death Claims Pioneer In Radio Work

Current News of School Pioneers

By Anna P. Thomas

Two Detroit Teachers Honored by Convention

Traffic Safety Course Introduced This Week

Condition of Wayne U. Prof. Shows Improvement

Eastern High Exhibits

The Budget, an Analysis

Women Principals Will Observe 25th Anniversary

Kindergarten Division To Have Iowa Professor

Detroit Union Teachers Annual Statements

FIG. 23.—A house organ issued as a newspaper. Issued by the Detroit Teachers. Association, it follows the style of metropolitan journalism.

Denver. Magazines are compact in shape, more durable, and usually more literary in content, but despite possibilities for attractive covers and appeal through art the maga-

zine is not considered so desirable a form as the newspaper. The Boston *Teachers News Letter* and the Minneapolis *League Scrip* are among the better magazines. Bulletins approach the newspaper in appearance (see Fig. 25) on the one hand and the magazine on the other. All types of

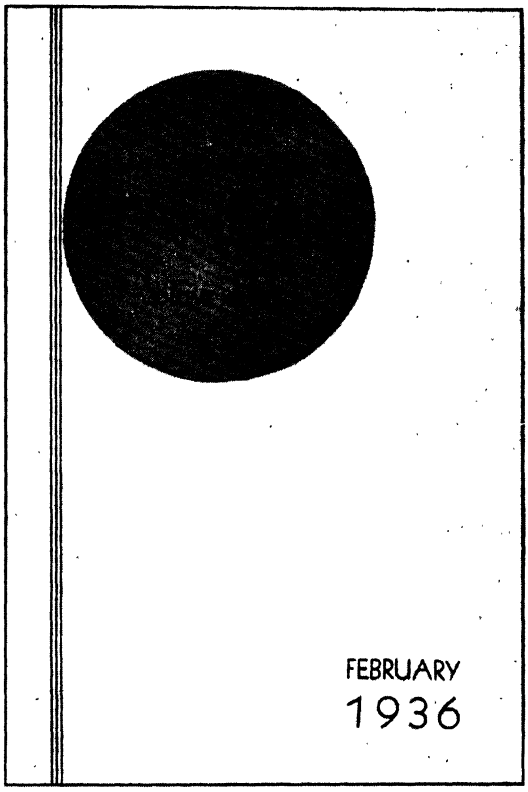


FIG. 24.—A house organ issued as a magazine.

make-up are used. Like the magazine, the bulletin is usually a monthly publication, while the newspaper is more likely to be weekly or biweekly.

In matters of policy there is also much variation, depending frequently on whether it is published by the administration or by the teachers' association. If published by the director of publicity, acting for the superintendent, it is

likely to have greater interest than otherwise in administrative activities and in reaching the public. Association publications, and in 1933 there were more than fifty of



The Seattle Educational Bulletin

VOL. XII MARCH, 1936 No. 3

History Of City Often Reflected In School Names

It has been suggested that a review of the origin of an incidence which found the names of Seattle schools would prove of interest and historical value to parents and teachers of the schools, and be treasured by many of the people of the past, present, and future. We have therefore asked Reuben W. Jones, who was Secretary of the Board of Directors when many of the schools were named, to chronicle the events in a series of articles for the BULLETIN.

By Reuben W Jones

Various considerations have governed in the naming of Seattle's schools. Fifty-four have, unofficially in many instances, taken the name of the locality they serve. Nineteen were named for famous Americans, twelve for pioneers of Seattle, eight for Presidents of the United States, and four for former directors of the Seattle School Board. Four carry local geographical names, and three were named for miscellaneous reasons.

Hall of Fame Supplies Nineteen

When the Hall of Fame of American "Immortals" was established in 1900, and the first fifty names were selected, it attracted general attention. The directors in office at that time, desiring to adopt a system in selecting outstanding names for schools - names that in themselves suggested an illustrious outline of the national life - considered making selections from this list; so on March 7, 1905, after deciding to retain the names which honored three pioneers, namely, Denny, B. F. Day, and T. T. Minor, the names of all the other schools were cancelled and names from the above list substituted. Many protests were filed against these changes, and these protests continued to come in so persistently that the Board on September 1st rescinded its action of March 7th and restored the old names. Among the names given schools since erected, however, we now have nineteen which are included in the list of "Immortals".

Names of Presidents Used

To some extent the Board has favored the use of names of Presidents for the high schools, and the names of other

Continued on page 3

Two Directors Elected Again For Third Term

Reelected by large majorities for third terms as Directors of Seattle School District No. 1, Dietrich Schmitz and Frank S. Bayley will continue to give their time and services to the work of the schools.

"During the past six years we have enjoyed our work on the School Board and our association with the Educational Department, including the teaching corps," they wrote, when asked for a statement for the BULLETIN.

"We keenly appreciate the importance of public education and the problems it confronts. To the solving of these problems, both financial and educational, we gladly pledge such ability as we have and our sincere efforts. In so doing, we look forward with pleasure and confidence to a friendly cooperation with the entire school corps.

"Our cause is mutual and our endeavors be equally so."

Courtesy of Y M C A
Frank S. Bayley

Courtesy of Seattle Times
Dietrich Schmitz

Evening Adult Forums Conducted By Schools

In line with other school systems, Seattle this winter has held a series of ten Adult Forums for the nonpartisan discussion of public questions. The forum met each Thursday from 8:00 to 9:30 p.m., January 16 to March 19. Each meeting consisted of a discussion of "spot news," a talk by an authority on

Continued on page 4

Public Acquainted With Schools By Radio Broadcasts

The Seattle Schools are on the air. This year a series of timely broadcasts are being given by school people—Board members, staff, and students—over radio station K J R on Saturday evenings. The broadcasts might well be called "What the Schools Are Doing About Character Education," "What the Schools Are Doing About Safety Education," and so on, for each program, by means of dialogue, dramatization, short talks, and music, presents the work of the schools in connection with some topic of current interest. Occasionally guest speakers interested in education participate, as on November 12, when Mrs. Susanna Mercer Graham, the oldest living pioneer in the state of Washington, spoke. Mrs. Graham attended Seattle's first school, which was opened in 1854.

Varied Activities Presented

The programs, under the direction of Miss Aimee McConihe, have centered on: Oct. 15, Character Education; Oct. 29, Safe and Sane Hallowe'en, Nov. 5, Education Week; Nov. 12, Glorious Anniversaries—Armistice Day; Seattle Settlement Day, Statehood Day, Nov. 23, Thanksgiving, Nov. 30, Good Health Week, Dec. 7, Book Week - Library, Dec. 14, Citizenship Building, through student participation in school management; Dec. 21, Christmas; Jan. 11, New Year—Streamlined Geography; Jan. 18, Thrift Week; Jan. 25, Classroom work; Feb. 1, Drama Week; Feb. 8, Abraham Lincoln, Feb. 15, Parent-Teacher Association Founders' Day; Feb. 22, George Washington; Feb. 29, Superstitions, Leap Year, Mar. 7, Reading.

Future Programs Planned

Programs in connection with the following will be presented before the end of the year, Girls' Club work, Boys' Club work, Classroom work, Primary Demonstration, Humane Week, Better Speech Week, Nature, Music Week, Mother's Day, Know Seattle Week, Memorial Day, Vacation Safety, Flag Day.

FIG. 25.—A house organ issued as a bulletin.

them, are devoted more solidly to the interests and activities of teachers. In neither case, however, will the generalization always be justified.

Some house organs make a point of using as many signed articles as possible. The belief is that readers are interested in the authorship and that getting a signed article in the house organ is a powerful stimulus to productivity and loyalty as it is a just recognition of achievement. The other point of view, held by a few superintendents, is that a teachers' publication should have no suggestion of the personal, that it is for all and should accordingly be as impersonal in authorship as a newspaper. Impartiality, of course, is essential to the successful career of a house organ. No school, department, or group should be permitted to believe that its interests are not given a just share of attention. Policy also must rule against propaganda. It does not take long for a propagandizing organ to lose the confidence of its readers. The truth competently stated will in the end accomplish the desired objectives.

Circulation. Though educational leaders are generally agreed that the house organ should help to interpret the schools to the public, they are not all of the opinion that it should have wholesale distribution to parents and others. It is designed primarily for members of the staff and those especially interested in education. A reflection of the well-studied circulation policy is afforded by the Hamtramck, Mich., school code, the appropriate section of which follows.

1. *The House Organ.*

The circulation of the house organ shall include members of the board of education, the executive staff, principals, teachers, operating employees, members of the student council, members of Parent-Teacher Associations, such citizens as may profit thereby, and other school systems.[1]

Occasionally an organ is designed as much for the public as for teachers. The *Public School News*, published by the Teachers' League of New Haven, Conn., for example, holds as its aim "to make the parents and the public con-

[1] The Public School Code, Hamtramck, Mich., Public Schools, Research Series, No. 2, p. 271, Hamtramck, 1927.

scious of the work of the schools and to promote that mutual understanding and good will between the public and the schools which is so necessary for the efficient education of our young citizens."[1] Accordingly it is circulated to some 12,000 citizens who have indicated a desire to receive it regularly.

House organs should include on their circulation list, city libraries; officials of city, county, and state whose duties have a bearing on education; community groups interested in education; museums, art institutes, and welfare organizations; teacher-training institutions; educational journals; newspapers; other house organs; and superintendents in selected cities.

Content. Upon the selection of content the success of the house organ as informant, interpreter, and inspirational guide will depend. In the newspaper type of organ, choice of materials is as wide as the complex school system itself. The competent editor realizes this and makes provision for a comprehensive range of subject matter in every issue. Yet he is careful to keep to the significant, the inspirational. He sees that honor is paid those who have earned it. He marks innovations; he encourages experiment; he traces progress. If testing programs are in operation, information and explanation are given. A column or two of brevities, stressing the unusual, the human-interest element, is effective. The following items[2] are illustrative.

Diversion. The janitor at the Logan school, now completing his thirteenth year, including four years at the old building, reveals the fact that at one time he was a glass blower and is still somewhat of an authority on that disappearing art.

Century Old. Slides, puppets, and an exhibit prepared by the children, were the culmination of the semester's project of handwork depicting various phases of the Michigan centennial at the Mason school.

[1] Cited in H. T. Collins, Experiment in School Publicity, *Nation's Schools*, Vol. 14 (August, 1934), p. 27.

[2] *Detroit Educational News*, June 2, 1936.

In all types of house organs articles will be varied not only in subject but in length. Long articles become monotonous; too many short ones suggest triviality. Too, a number of points of view should be represented in the writing. New writers should appear constantly. The merit of the article, not the name attached to it, must be the criterion for publication. Variety should involve not only the subject matter but the treatment. There should be the light, whimsical, humorous, as well as the serious. There should be abstract philosophizing and development of principles, and there should be concrete and poignant little scenes from school life. Research problems should be reported; official notices have a place; even original poetry of teachers or pupils can be included with profit. Editorials are important. They should be fresh and unprejudiced, animated in style but dignified and informed. Charts and graphs should be used. Illustrations always enliven a page and help to interpret a news story or article.

Special issues afford concentration on particular subjects. *The League Scrip* of the Minneapolis Public Schools, for example, devoted an issue to school publicity. Leaders in school-publicity fields were persuaded to write articles on specific phases of the general problem. The result was a valuable symposium. Other house organs devote special issues to explaining the schools to the public. Sometimes particular matters are brought before patrons; at other times general interpretation is the aim. One house organ[1] gets out a pictorial number called "The Home Edition," carrying pictures of "Today's Children" in all types of activity. Each picture is titled with a catchy phrase such as, "Growing Together," "——And the Blind Shall See," "——Since Commerce Must be Served," and "Future Builders."

Publishing the House Organ. The chief difficulty in publishing a house organ is in finding a thoroughly competent editor. Few school men have the requisite training and

[1] *Detroit Educational News.* The titles are from the issue of May 12, 1936.

qualifications. If the city has a director of school interpretation, the editorship should fall to him. His qualifications, presumably, include those necessary for editing a successful house newspaper or magazine. A good summarization of desirable qualifications is given by John Jay.

1. The editor must be many-sided in his personality and abilities, since the publication must serve, and please, a variety of personalities.



FIG. 26.—"The three R's are still basic in education." Printed in a pictorial edition of a house organ to be taken home by school children. From the *Detroit Educational News*, May 12, 1936.

2. He must know typography, the terminology, uses, and sizes of types.

3. He must know paper, its qualities, uses, and limitations.

4. He must know photoengraving so that he can determine the size, the balance, the screen, etc., of the various photographic cuts.

5. He must possess an innate artistic sense that will enable him to make the proper use and balance of these things.

6. He must know photography (especially from the "news" angle), well enough to direct the taking of worth-while and artistic pictures.

These and other technicalities on the mechanical side—on the editorial side of his requirements:

1. He must be almost infallibly familiar with the philosophy of education of his particular school system.
2. He must have a superior literary sense and experience that will enable him to appraise the literary value of certain articles, as well as to write creditably himself.
3. His mental bent must be coldly logical—there is no place for zigzag thinking in an official publication.
4. He must possess the type of personality that is impartial and unbiased toward others, yet ruthless in "cutting" their "pet ideas" from the copy when they are wrong.
5. An exceptionally broad general education will enable him to "catch" the many miscellaneous errors of fact which are bound to creep into the copy.
6. An extensive vocabulary is a desirable aid in judging matters of spelling and incorrect usage.
7. The ability to reach through the maze of detail and pick out the essential facts, the crux of each article, will make it possible for him to write good headlines.[1]

An editorial board to assist the editor in determining policy and in gathering material has been found useful. Staff meetings should be held once or twice for each issue, and plans should be laid for at least two issues in advance. The board should be representative of all major departments of the school and should to some extent be responsible for stimulating contributions from their respective departments.

Teachers' Handbooks.

Allied to the house organ is the teacher handbook. It may be prepared for a school system, but it most frequently is the product of a single large school for its teachers. Formerly it was merely a compendium of rules and essential information, but it has come in a few schools to include a rich assortment of challenging and helpful suggestions, descriptions, and explanations. Bound in loose-leaf style making possible weekly or monthly additions or revisions, the handbook is greatly appreciated by teachers and unques-

[1] JOHN JAY, Problems of Editing a House Organ, *Education*, Vol. 53 (October, 1932), p. 93.

tionably helps materially in interpreting the whole school and its objectives to them.

It is doubtful, however, if the handbook can be justified as a substitute for the regular house organ. As a supplementary aid to teachers it is excellent. But it cannot, even in its better forms, inspire and unify professionally a large corps of teachers in separate schools as can a well-conducted house organ. The house organ should continue to serve the entire school system. Handbooks will find their maximum value for the individual school, particularly the large high school.

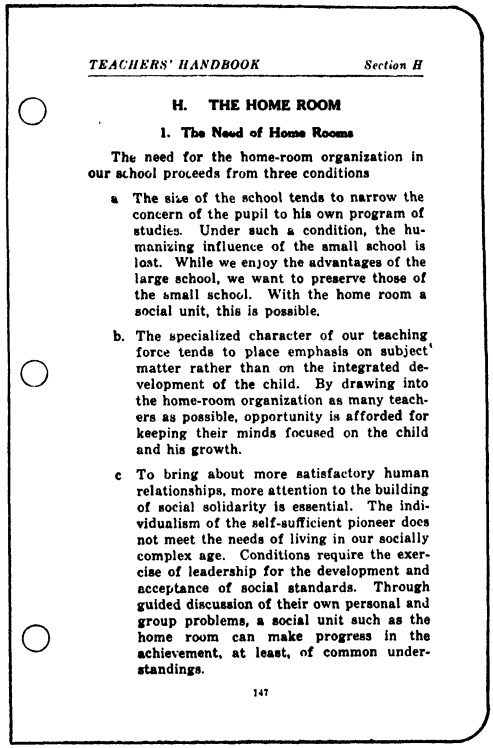
Talbot[1] analyzed fifteen handbooks and found little uniformity in content. Some of them contained no information on matters to which others devoted as much as a third of their space. He then prepared a check list which he submitted to 302 teachers in schools of all sizes to learn what they believed a handbook should contain. While his findings cannot be included here, they may be suggestive to a principal planning a handbook; or better yet, the principal might prepare a check list after the manner of Talbot's list and query his own teachers. However he derives his handbook, it should have the effect of increasing the teacher's efficiency and making him a competent interpreter of the school to the pupils and the public. A sample page of one of the better handbooks is reproduced on page 231.

Home-school Bulletins, Leaflets, Etc.

One of the most fascinating and instructive developments of modern public-school interpretation has been the use of leaflets, bulletins, booklets, blotters, and a dozen other forms of printed matter to make direct and vigorous appeal to the public. There is no standardization of forms, and, so far as the writer can see, no need for standardization. Indeed the best results are to be expected from

[1] GEORGE D. TALBOT, The Content of Teachers' Handbooks, *Educational Research Bulletin*, Ohio State University, Vol. X (May, 1931), pp. 255–261.

the novel approach. It is impossible to describe or to illustrate all the publications. Some effective use of each major form will be described and a few forms reproduced here.



TEACHERS' HANDBOOK *Section H*

H. THE HOME ROOM

1. The Need of Home Rooms

The need for the home-room organization in our school proceeds from three conditions

a The size of the school tends to narrow the concern of the pupil to his own program of studies. Under such a condition, the humanizing influence of the small school is lost. While we enjoy the advantages of the large school, we want to preserve those of the small school. With the home room a social unit, this is possible.

b. The specialized character of our teaching force tends to place emphasis on subject matter rather than on the integrated development of the child. By drawing into the home-room organization as many teachers as possible, opportunity is afforded for keeping their minds focused on the child and his growth.

c To bring about more satisfactory human relationships, more attention to the building of social solidarity is essential. The individualism of the self-sufficient pioneer does not meet the needs of living in our socially complex age. Conditions require the exercise of leadership for the development and acceptance of social standards. Through guided discussion of their own personal and group problems, a social unit such as the home room can make progress in the achievement, at least, of common understandings.

147

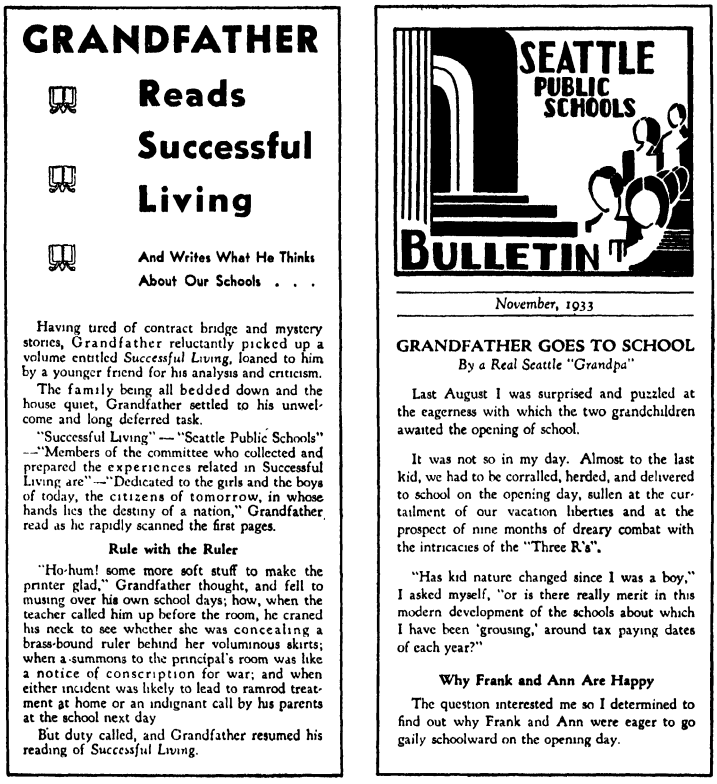
FIG. 27.—Page from a teachers' handbook. From the *Teachers' Handbook* of the Shorewood junior-senior high school, Milwaukee, Wis.

Home-school leaflets and bulletins are used by many schools to focus the attention of the public on a particular phase of the educational service. Their purpose is clearly stated in the Hamtramck code:

> The purpose of the home-contacts bulletin shall be to develop understanding of and cooperation with the schools in the interests of more efficient instruction."[1]

[1] Hamtramck code, p. 271.

Some bulletins are issued monthly; some, at irregular intervals; many on special occasions; a few, annually. They are all shapes and sizes. On this page are represented two bulletins designed to catch the eye and to entertain while they inform. Grandfather is the hero of both and,



GRANDFATHER

Reads

Successful

Living

And Writes What He Thinks About Our Schools . . .

Having tired of contract bridge and mystery stories, Grandfather reluctantly picked up a volume entitled *Successful Living*, loaned to him by a younger friend for his analysis and criticism.

The family being all bedded down and the house quiet, Grandfather settled to his unwelcome and long deferred task.

"Successful Living" — "Seattle Public Schools" —"Members of the committee who collected and prepared the experiences related in Successful Living are"—"Dedicated to the girls and the boys of today, the citizens of tomorrow, in whose hands lies the destiny of a nation," Grandfather read as he rapidly scanned the first pages.

Rule with the Ruler

"Ho-hum! some more soft stuff to make the printer glad," Grandfather thought, and fell to musing over his own school days; how, when the teacher called him up before the room, he craned his neck to see whether she was concealing a brass-bound ruler behind her voluminous skirts; when a summons to the principal's room was like a notice of conscription for war; and when either incident was likely to lead to ramrod treatment at home or an indignant call by his parents at the school next day

But duty called, and Grandfather resumed his reading of *Successful Living*.

SEATTLE PUBLIC SCHOOLS

BULLETIN

November, 1933

GRANDFATHER GOES TO SCHOOL

By a Real Seattle "Grandpa"

Last August I was surprised and puzzled at the eagerness with which the two grandchildren awaited the opening of school.

It was not so in my day. Almost to the last kid, we had to be corralled, herded, and delivered to school on the opening day, sullen at the curtailment of our vacation liberties and at the prospect of nine months of dreary combat with the intricacies of the "Three R's".

"Has kid nature changed since I was a boy," I asked myself, "or is there really merit in this modern development of the schools about which I have been 'grousing,' around tax paying dates of each year?"

Why Frank and Ann Are Happy

The question interested me so I determined to find out why Frank and Ann were eager to go gaily schoolward on the opening day.

FIG. 28.—Bulletins of the folder type. Issued by the Seattle public schools to arrest public attention and to provide information in attractive form.

as might be supposed, he is convinced before the end of the incidents reported that the schools are preserving the best of the old while they have gone on to give children much more than they did in his day.

Annual bulletins distributed at the opening of the school year to parents and others are not uncommon. They

attempt to give in fairly compact form as complete a conception as possible of the public schools. Within this general purpose the variation is great. The idea is a fruitful one. It is a time when interest in school is high. Children are going into new grades or new schools, and parents will read with eagerness any information that is given them. The annual bulletin of the South St. Paul Public Schools (represented in Fig. 29) is typical. The general content divisions follow.

Greetings to the Patrons
What the Public School Would Do
The Size and Importance of the South St. Paul Schools
Some Things That Make the South St. Paul Schools Outstanding
Schools and Boundaries
Our Financial Condition
The Bonded Indebtedness of the District
School Taxes
Who May Go to School
Night School
What Is Done in School
High-school Curriculum
What Subjects to Take
Regulations
Postgraduates
Graduation Requirements
College Entrance Requirements
General Information
Board Meetings
Organization of the Board
Board Committees
School Calendar
Faculty and Employees

Cuts of school buildings are scattered throughout the bulletin.

Archer and Swing[1] reported to the National Education Association in 1934 that circulars and bulletins are not used in many schools, but where they are used the number

[1] F. Archer and G. O. Swing, Public Relations Agencies—Community Agencies, National Education Association, Department of Superintendence, *Official Report*, pp. 239–240, 1934.

of issues per year varies from one to twelve. Their report continues:

> In most of the schools these bulletins and circulars are given to all of the children. These publications are usually in mimeographed form; however, printed bulletins are issued by many of the secondary schools. The expenses of publication are generally cared for out of a general school fund or from advertising and entertainments. In larger cities the individual schools distribute bulletins published by the council of the parent-teacher associations for those cities. While the superintendent and his staff do contribute articles for the bulletins, most of the material is furnished by the principal, the parents, and some teachers.[1]

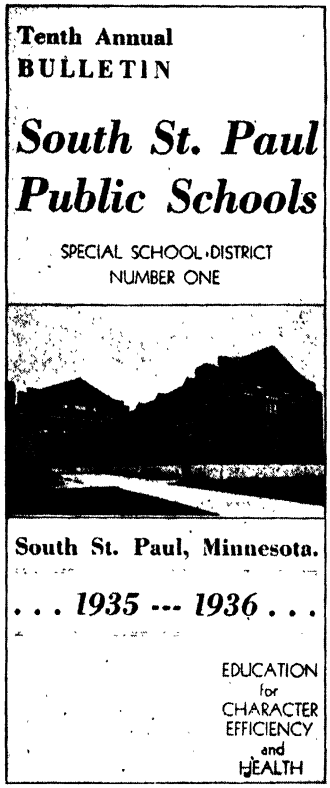
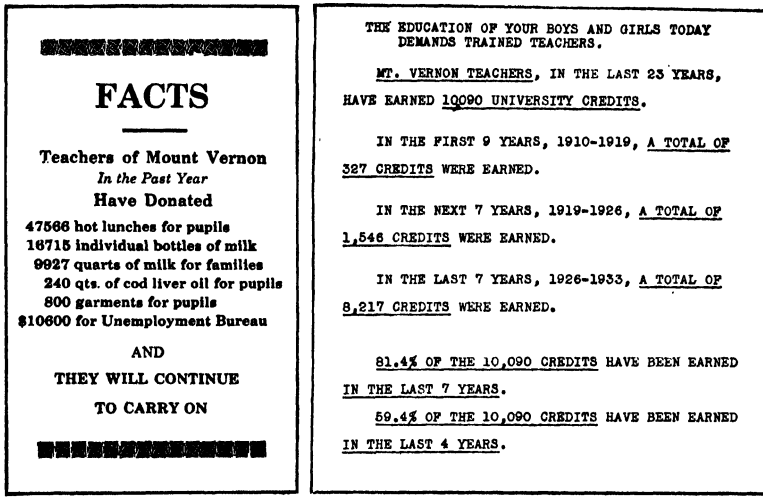


FIG. 29.—An annual bulletin for the public.

The Journal of the National Education Association develops each year a series of home-school leaflets which are distributed largely during American Education Week to thousands of homes throughout the country. In large cities they have supplemented local publications. In small communities, where locally published leaflets are impractical, they have had ready acceptance. Titles of some of the more popular early leaflets were "Good Schools in Bad Times," "This Year or Never," and "The Child or the Dollar." Parents welcome the information and give local application to it when it is dispensed by the home school or Parent-Teacher Association.

[1] *Ibid.*, p. 240.

Campaigns or special occasions often are productive of special types of publications. One of these in booklet form was an important step in a plan to make school and community good friends. It was designed to tell the comprehensive story of the schools and was placed in every home in the city.[1]



FACTS

Teachers of Mount Vernon
In the Past Year
Have Donated

47566 hot lunches for pupils
16715 individual bottles of milk
9927 quarts of milk for families
240 qts. of cod liver oil for pupils
800 garments for pupils
$10600 for Unemployment Bureau

AND
THEY WILL CONTINUE
TO CARRY ON

THE EDUCATION OF YOUR BOYS AND GIRLS TODAY DEMANDS TRAINED TEACHERS.

MT. VERNON TEACHERS, IN THE LAST 23 YEARS, HAVE EARNED 10090 UNIVERSITY CREDITS.

IN THE FIRST 9 YEARS, 1910-1919, A TOTAL OF 327 CREDITS WERE EARNED.

IN THE NEXT 7 YEARS, 1919-1926, A TOTAL OF 1,546 CREDITS WERE EARNED.

IN THE LAST 7 YEARS, 1926-1933, A TOTAL OF 8,217 CREDITS WERE EARNED.

81.4% OF THE 10,090 CREDITS HAVE BEEN EARNED IN THE LAST 7 YEARS.

59.4% OF THE 10,090 CREDITS HAVE BEEN EARNED IN THE LAST 4 YEARS.

FIG. 30.—Miscellaneous publications. Such publications are designed to impress special facts on the public mind. These were issued by the local teachers' association of Mount Vernon, N. Y.

Rural schools, too, have availed themselves of similar publications to compensate for the isolated condition of the schools and to make direct appeal to the public. An illustration in point is a county paper that was edited and circulated under the direction of a county superintendent who was convinced that the people of the county had no other way of knowing the real work of the schools. The avowed purposes were:

(1) to distribute the news of the schools among the patrons; (2) to create a desire for reading school news; (3) to stimulate local interest

[1] For complete account see Vinal Tibbetts, Five-step Plan Makes School and Community Good Friends, *Nation's Schools*, Vol. 14 (September, 1934), pp. 20–23.

and pride in the work of the schools; (4) to build sentiment for a longer school term; (5) to recognize and encourage effective work among the various county schools; (6) to publish nothing that would cause resentment or argument.[1]

News of the various schools of the county was carried along with county-wide school facts. When a questionnaire was sent out to ascertain the effect the paper was having it was learned 100 per cent of the children and 80 per cent of the parents were reading the paper.

Report Cards and Forms.

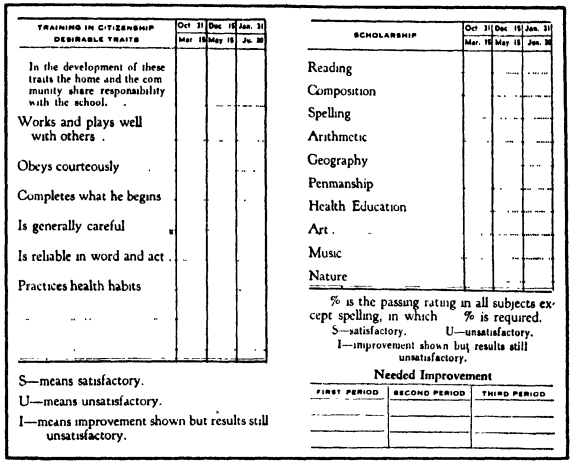
One of the most forward steps in education and in school interpretation is the rapidly spreading practice of using the report of pupil progress to convey much more than a few letter or percentage grades. The new type of report card is more prevalent in the lower grades but is being extended upward as educators are convinced of its merits. The old type of report indicated merit or weakness in specific subjects in a general way only; the new type of report, as one leaflet[2] explains,

> will give parents detailed information on the child's progress and also point out specific weaknesses in subjects, habit of study, health, and conduct. Reports will indicate the special abilities which should be developed as well as weaknesses to be corrected so that parents, with the assistance of the schools, may secure the greatest benefit for the child, from his educational years.

The leaflet which usually accompanies the report the first time it is taken home customarily suggests the need for parents to study the report. Parents are reminded that effort is being made through the new method of indicating pupil progress to do away with the harmful competition for grades. They are also encouraged to help the pupil

[1] The outlook for Rural School Interpretation, *Research Bulletin of the National Education Association*, Vol. 9 (September, 1931), Rural School Interpretation, pp. 266–271.

[2] The School Messenger, Board of Directors, Seattle School District No. 1, Seattle, June, 1935.



TRAINING IN CITIZENSHIP DESIRABLE TRAITS	Oct. 31 Mar. 15	Dec. 15 May 15	Jan. 31 Jun. 30
In the development of these traits the home and the community share responsibility with the school.			
Works and plays well with others			
Obeys courteously			
Completes what he begins			
Is generally careful			
Is reliable in word and act			
Practices health habits			

S—means satisfactory.

U—means unsatisfactory.

I—means improvement shown but results still unsatisfactory.

SCHOLARSHIP	Oct. 31 Mar. 15	Dec. 15 May 15	Jan. 31 Jun. 30
Reading			
Composition			
Spelling			
Arithmetic			
Geography			
Penmanship			
Health Education			
Art			
Music			
Nature			

% is the passing rating in all subjects except spelling, in which % is required.

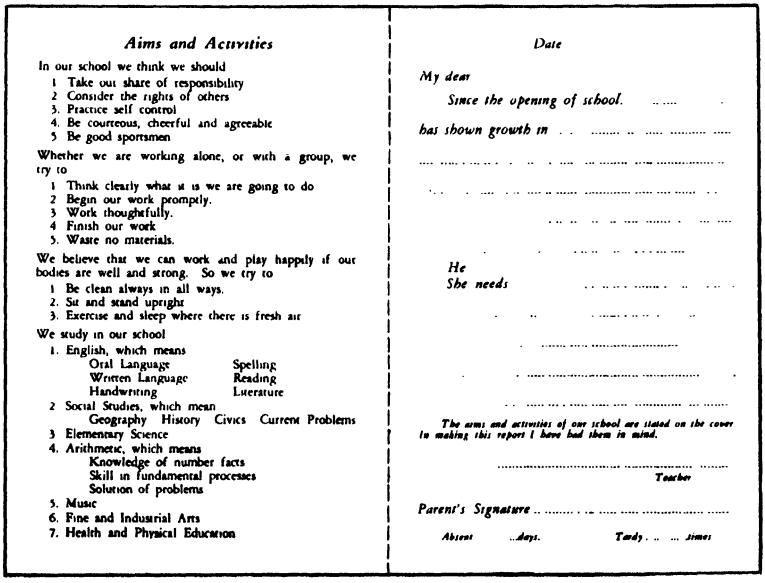
S—satisfactory. U—unsatisfactory.

I—improvement shown but results still unsatisfactory.

Needed Improvement

FIRST PERIOD	SECOND PERIOD	THIRD PERIOD

FIG. 31.—Report card used in New York City schools. Used in the elementary schools, this report card is more informative than the old type card.



Aims and Activities

In our school we think we should

1. Take our share of responsibility
2. Consider the rights of others
3. Practice self control
4. Be courteous, cheerful and agreeable
5. Be good sportsmen

Whether we are working alone, or with a group, we try to

1. Think clearly what it is we are going to do
2. Begin our work promptly.
3. Work thoughtfully.
4. Finish our work
5. Waste no materials.

We believe that we can work and play happily if our bodies are well and strong. So we try to

1. Be clean always in all ways.
2. Sit and stand upright
3. Exercise and sleep where there is fresh air

We study in our school

1. English, which means
 - Oral Language — Spelling
 - Written Language — Reading
 - Handwriting — Literature
2. Social Studies, which mean
 - Geography History Civics Current Problems
3. Elementary Science
4. Arithmetic, which means
 - Knowledge of number facts
 - Skill in fundamental processes
 - Solution of problems
5. Music
6. Fine and Industrial Arts
7. Health and Physical Education

Date

My dear

Since the opening of school.

has shown growth in

.....

.....

He
She needs

The aims and activities of our school are stated on the cover In making this report I have had them in mind.

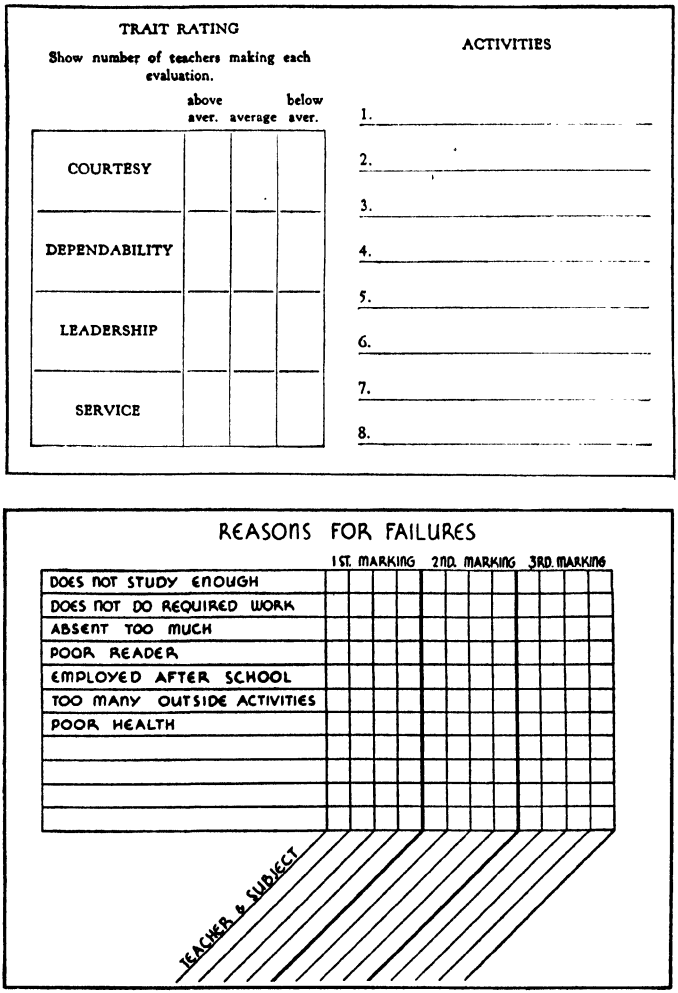
.....
Teacher

Parent's Signature

Absent ...*days.* *Tardy* ... *times*

FIG. 32.—Report card used in the Montclair, N. J., schools. Inside of the cover and first page of a newer type report card. It states the aims and activities of the school and makes an informal report on the basis of those aims and activities. A separate page in the booklet is used for each period reported.

overcome his defects by studying his report with him. In most such reports the factors that enter into grading appear



TRAIT RATING

Show number of teachers making each evaluation.

	above aver.	average	below aver.
COURTESY			
DEPENDABILITY			
LEADERSHIP			
SERVICE			

ACTIVITIES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

REASONS FOR FAILURES

	1ST. MARKING				2ND. MARKING				3RD. MARKING			
DOES NOT STUDY ENOUGH												
DOES NOT DO REQUIRED WORK												
ABSENT TOO MUCH												
POOR READER												
EMPLOYED AFTER SCHOOL												
TOO MANY OUTSIDE ACTIVITIES												
POOR HEALTH												

TEACHER & SUBJECT

FIG. 33.—Pages from the high-school report book of the Chicago public schools. The reverse side of both sheets contains marks in subjects. One form (top above) is detachable; others remain in the report book.

on the card and are checked to indicate strength or to point attention to weaknesses which should be remedied.

When strength and weakness are known, parents, pupils, and teachers can cooperate to obtain improvements.

Very often the modern reports carry with them open letters from principal or superintendent, written in informal and friendly vein and conveying inspirational or informative messages; at other times leaflets or bulletins may accompany the reports. The leaflets may be any of those already suggested in this chapter, including those developed by the *Journal of the National Education Association*, or they may be designed to correlate closely with the report by carrying supplementary information on attendance laws, health service, avocations, home study, or citizenship. Report cards of the St. Louis high school include copies of students' weekly programs.

The card itself in many schools lists all the subjects taught rather than just the four or five the pupil is taking. Thus it reveals to parents the extended opportunities for pupils. Cards often indicate what the school is doing in character and personality development. The old deportment mark was largely negative in effect; the personality ratings of today furnish a tangible basis for cooperation between home and school.

This phase of reporting pupil progress is illustrated by the greeting on the report card of Milford, N. H.:

> To Parents,
>
> Under "conduct" we are trying to report to you the qualities desirable for good citizenship and success both in school and out. Such qualities include courtesy, promptness, dependability, cheerful cooperation, self-reliance, initiative, thrift, self-control, good sportsmanship, school service, care of property, and good workmanship. Growth in these qualities is just as important as growth in ability in any subject.[1]

Other Devices.

Among other printed devices for interpreting the schools are courses of study for teachers and interested citizens and the somewhat similar curriculum handbooks usually

[1] Teacher and Public, *Eighth Yearbook*, Department of Classroom Teachers, p. 176, National Education Association, February, 1934.

designed for the teachers, pupils, and patrons of particular schools. Both types of publications stimulate teachers to formulate clear-cut objectives for their courses and acquaint them with general aims. Frequently, also, they give helpful suggestions on materials and method. They help parents in the guidance of their children and in the understanding of the range and nature of the educational efforts of the school. Parents, too, get an appreciation of the less tangible achievements in social adjustment, aesthetics, and character aimed at by the school. Pupils get insight into the values of the several studies, develop inquiring attitudes, and are better enabled to realize the benefits of a well-balanced program. As can be seen, such publications are rich in interpretative value, both general and specific, direct and indirect. The *Illustrated Course of Study* of the Cleveland public schools is one of the best.

Open letters to parents and to the public in general are increasing in popularity. In a few cities, notably Detroit, they have been used with singular effectiveness. They are not, as some of the other devices heretofore mentioned, limited by costs and other difficulties to the larger cities, but can be used with gratifying results in the smallest of schools. If the cost of printing is not justified by the number being sent out, they may be neatly mimeographed or multigraphed. Or better yet, if sufficient pupil help is available in typing classes, typed copies, usually even more effective than printed ones, may be mailed out or carried home by the pupils.

They should be simple and direct, never scolding or complaining, but stating facts or urging attention to aspects of the child's education. A fairly general practice is to have the letters used as material for study and discussion in social-science classes. Not unusual is actual productive work on such letters by students in English for social-science classes. However they are written they must be pitched to the vocabulary and idea level of the average parent of the community rather than to that of the superior few.

They may be sent out at regular intervals or intermittently. Moehlman suggests as a list of subjects for the first year the following:

The Social Value of the School; Changing Times Mean Changing Schools; Schools a Cooperative Enterprise; Purpose of Modern Instruction; Community Service of the Schools; Equality of Opportunity;



VACATION PASTIMES

HOME REPAIRS

Redecorate your room - or the kitchen. There is fun in using paint and kalsomine - joy in the accomplishment of something useful.

COLLECTING

Make a collection of stones, agates, stamps, poems, pictures, whatever interests you. Make a scrap book on any subject that interests you.

READING

Now is the time to read those books with enjoyment. Librarians are happy to assist you.

HOBBIES

A hobby keeps one on even keel mentally thruout life. What is your interest, collecting something? Basket weaving? Photography? Airplane building? Carpentry? What, then? The library has many books on hobbies.

GARDENING

You won't know the thrill of growing something till you try it. Specialized gardening is the hobby of more people than any other activity. There must be a reason. Use that vacant lot.

MANY OTHERS

You can think of them yourself. Ask your parents for additional suggestions. For information as to addresses, how to get in touch with organizations, etc., use the telephone directory, the newspaper information departments, the Chamber of Commerce, and your nearest fieldhouse. Watch the newspapers for interesting opportunities.

The summer vacation of Seattle boys and girls need not be a period of aimless loafing. The activities suggested in this brief outline are free in most instances. This folder is being distributed by the Seattle Public Schools in the hope that it will stimulate our boys and girls to make their vacations profitable as well as pleasurable.

Worth McClure
SUPERINTENDENT OF SCHOOLS

BROADWAY HIGH SCHOOL PRESS

Vacation Pastimes

Is your vacation time wasted time?
Or is it packed with fun and thrills?

Learn to do something new.

- Can you swim well?
- Can you give First Aid?
- Can you recognize fifty birds and their songs?
- Do you know Seattle's museums and zoos?
- Do you know the joy of hiking?
- Can you recognize poison oak, poison ivy, poison hemlock?
- Are you an expert in any sport?

* * *

These suggest only a few of the things you can do this summer. Here are some more:

FIG. 34.—Special publication, "Vacation Pastimes." Issued by the Seattle public schools to arouse interest in a summer program.

How Tax Money Is Spent; The Elementary School; The Junior High School; Vacation Schools; Health and Recreation.[1]

Cards, stickers, check riders, reprints of articles, tire covers, and other unusual devices have been used for bringing brief and timely facts to public attention. The essential points to be remembered always are that the facts must be facts and that the vehicle of expression must not sacrifice the dignity of education to win a point, how-

[1] MOEHLMAN, *op. cit.*, p. 163.

ever important the point may seem at the moment. Not all the printed means used by industry are suitable for education; and ill-advised teachers or executives have more than once brought a flavor of disrepute, of cheapness and noise, to the schools by using ostentatious and vulgar means for presenting facts which could have had more logical and effective expression through other means.

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CHAPTER X

THE TEACHER

The Teacher as Interpreter.

"How do you like school this year, Rob?" Mrs. Bailey asked, as her third-grade son came into the kitchen where she was making cookies.

"It's fun, Mom. We've got a good teacher this year."

"But you've been there only two days. How can you tell so soon?"

"Well, she likes us, and she always seems to be having a good time."

Whatever Rob's answer might have been the point is the same. In millions of homes throughout the country *the teacher is the school.* It is true in one-room schoolhouses on windswept northern prairies, in four-room schools in southern villages, and in huge, bustling educational plants in the nation's largest cities. The first impressions the child brings home are of his teacher or teachers. If he is in the high school he is likely to entertain the family at table the first evening with the merits of Miss Harold, geometry, ("Just so-so"), and Miss Ball, English, ("She's the one the fellows said would be so much fun."), and Mr. Thompson, general science, ("Gosh, it is going to be awful!"), and so on through the list. In the meanwhile Father and Mother and Aunt Hessie and Tom, who goes to college next week, and Milly, who has already "explained" the sixth grade, sit about with varying emotions and gather impressions of the high school.

Throughout the school year it is the same. Though acquaintances broaden and experiences extend beyond the classroom, it is the teacher who is quoted; it is the teacher

who, in a very large sense, is supplementing the home in molding the pattern of the child's thought. The teacher is the glass through which the child sees the school—and represents it to his family.

It is doubtful if any teacher ever tells herself the first morning of the school year, or any morning, "I am the interpreter of the school; I am its ambassador; it will be as great or as little as I make it in the eyes of these children today and every day."

Whether they will it or not, teachers are the first interpreters in the classroom and out. Shy, hero-worshiping eyes watch them in the corridors, about the school grounds, chatting with one another on quiet residence streets, or sitting over a cup of coffee in the town's delicatessen. Other eyes, older eyes, watch them as they move, confident and poised, about the community, or as they troop off with groups of pupils for field trips or picnics; and other tongues appraise the school in terms of them. If a joy-riding high-school couple or the young dentist and his wife see Mr. Thompson, the new science teacher, with a drunken blonde at the While Away Tavern ten miles beyond Beider, Friday night, the whole school will have suffered loss of prestige by Monday morning. If teachers are noisy or otherwise in bad taste in public places, the school by implication fosters noisiness and bad taste. If, on the other hand, a teacher volunteers to direct the village band, or acts as scoutmaster, or leads the spring "clean up your alleys drive," people of the town will credit the school with greater sincerity and usefulness. Though such example is infinitely more powerful in smaller communities than in cities, cities are by no means liberated from the interpretative influence of the teacher's personality and conduct in and out of school.

The modern teacher must be conscious of his function as the constant interpreter. If he cannot be a good interpreter for the school, he should follow some other vocation which makes less rigorous demands on scholarship, char-

acter, and personality. Or he should study means whereby he can make of himself a better interpreter. He might measure himself against some such criterion as the following, prepared by teachers.

Characteristics of the Ideal Teacher. Like the good teachers of all ages, the modern teacher has mastered bodies of knowledge or acquired skills that others should possess. He has the ability to stimulate and to assist others in acquiring these attainments and skills. He is, in addition, a person of wide interests and considerable culture which he is desirous and capable of sharing with his students and coworkers. He is a friend as well as a student of humanity.

Today, as in past generations, the good teacher is honest, sincere, intelligent, industrious, and morally upright. Today more than ever before he must be open-minded, alert, tactful, sympathetic, courageous, and cooperative. He is trained definitely for the profession of teaching. He is a social being and participates effectively in the social and civic life of his community. He seeks to exemplify in himself, and to develop in his students, such habits, attitudes, and ideals as will serve best both the individual and the body politic.[1]

Of growing importance is the need for teachers who realize that their duties as interpreters extend beyond the incidental, beyond teaching by character and example, to deliberate interpretation. They must realize that such educational interpretation is not the work of the superintendent alone, or the principal, or a few members of a committee, but of every teacher on the force, and of every other employee. All must work together to give the community an adequate conception of what the school is doing. Each has affiliations, interests, and activities which give him opportunities to explain school purposes or give school facts. No two teachers have exactly the same contacts with the public. Among them all they should reach into substantially every civic, religious, social, or other group in the community and should be able to do much toward keeping the public informed on significant school issues. The universality of their unconscious influence will increase

[1] Teacher and Public, *Eighth Yearbook*, p. 100, Department of Classroom Teachers, National Education Association, February, 1934.

their deliberate influence on the attitudes and understandings of the community. They will be the first to sense misconceptions and should be the first to correct them. Their very closeness to public thought will enable them to be of assistance to the administration in planning the interpretation program and invaluable in executing it.

Teacher-pupil Relation.

When Rob was in the second grade he came home with the tearful certainty that Miss Hoskins didn't like him. It developed, upon questioning by his mother, that "teacher" didn't like the other boys and girls either, that she thought they were always doing things to bother her. Perhaps she wasn't aware that she was "soured" on children. Her attitude was not such as produced conditions favorable for learning. It is no wonder that when Rob got into the third grade under a teacher with vitality and understanding, he reported that school was fun.

The attitude of the teacher toward pupils, toward teaching, and toward the school itself is one of the most potent factors in generating in pupils good or bad impressions of the school. Teachers who believe that they are teaching purely for the sake of the check the first of each month can be of little constructive value to a school. Pupils find them out within a few days. As quickly spotted are the women who aren't really interested but must be doing something until they can find their men, or the men who "will have to be satisfied with this" until they can get into "something else." On the other hand, the teacher who recognizes teaching as a calling and shows by his attitude toward his pupils that he sees in them variety and charm and possibilities will be creating what good school interpretation demands: appreciation of the dignity and satisfaction of education.

The teacher who has desirable attitudes toward his pupils will enjoy influential relations with them. He will cultivate their friendships because his happiness as a teacher will

depend upon the closeness of his bonds with them. Each will be an individual to him and will be approached in a different way. He will be acquainted with the ambitions and hobbies and temperament of each and will cherish their confidences. He will be able to associate with them in their enterprises without losing his dignity; he will see them off their guard without embarrassing them. He will know them out of school as well as in school. All popular cartoons of teachers, of old maids or long-faced bespectacled men, smirking at abashed pupils in the presence of their parents, to the contrary notwithstanding, the quick smile of recognition and greeting flashed by the average teacher is recognized as sincere and spontaneous and is returned by the pupil with a feeling of pride.

Through his own attitudes the teacher will create desirable attitudes in his pupils. Those attitudes will embrace the school as a whole, and work, friends, and homes. Educational ideals will be natural concomitants of the attitudes. Such a teacher will encourage personal cleanliness, respect for school property, promptness, courtesy, and honesty. On the playgrounds, in the washrooms, in the corridors, in dramatics, journalism, and music, on field trips—everywhere the process of implanting and fostering the ideals will go on. Good work will be seen as desirable and slipshod work a form of disgrace. No part of the teacher's service can have more enduring importance and no part can be filled with so much personal satisfaction. At the same time, the school will be enjoying the benefits of an appreciative public.

The community thus reached through the pupils is reached more effectively than through any other agency. Pupils are not likely to convey more specific interpretations of the schools to the parents if they are not in rapport with their teacher. Any teacher who supposes that a child who fears or distrusts him will carry home *per se* a carefully explained value of the school that contradicts the child's experiences fools himself. On the other hand,

if the child is won to his teacher he is won to the cause of education and will be eager in apostleship in the home and throughout the community. The principle is as true in senior high school as in the primary grades, except that in high-school students are more discerning, more critical, and hence more harmful or helpful—as their teachers make them—in the community.

Teacher-parent Relations.

Relations between teachers and parents are of many sorts. The first contacts with parents a new teacher has are likely to come soon after the opening of school at a ladies'-aid supper, a reception for the teachers, or at a parent-teacher's meeting. Perhaps the second person the teacher meets will smile familiarly and say,

"So you are Janet's teacher. I am so glad to meet you. She speaks highly of you"; or "I have heard about you; you are my Robert's physics teacher. I hope you can get him to do better work than he has been doing."

The first casual bond has been established. Perhaps ten or a score of parents will thus identify themselves. It is not likely that their faces will all be remembered, but it is important that the teacher feel that he is not undergoing a more or less boresome social experience, which he must get through as soon as possible. If he takes time to chat for a moment about Janet or Robert, he is more likely to remember the mother and to understand the child. Moreover, the mother will feel that he is interested and will accept his interest as symbolic.

As time goes on, if he attempts to remember the faces, he will please Janet's mother by greeting her, or by returning her greeting intelligently in a store. Then he may take the initiative in talking about Janet and her problems and what the school is doing. Or he may chance on Robert's mother while waiting at the bus depot and prove to her, by discussing Robert's difficulties, that he has had them in mind.

On the other hand, when teachers suffer themselves to be introduced to the same parents a third or fourth time without more than a "haven't-I-seen-you-somewhere-before" glint in their eyes, they can hardly expect parents to break down the wall of indifference, or, for that matter, to be anything but cynical about the teacher's interest in their children. Yet many of such teachers are really interested in their pupils; they simply have not learned that parents really want to know them and are as easy to remember as the pupils themselves. It has not been a part of their teacher training; they do not see the need of parents in the scheme of the public school.

Salutary and inspiring as these incidental meetings with parents may be at their best, they are not sufficient. Every teacher, if he has no other share in the program of interpretation, should visit the homes of the pupils. In many communities such visits are almost unheard of or are disciplinary in nature. The need for this most intimate and direct form of interpretation grows. Educators everywhere are regretting the indifference to the homes that has grown up in recent years. It will be difficult to win a large body of teachers, particularly high-school teachers, to systematic visits in the homes. Many of them in twenty years of teaching have never been inside a home except when invited to dinner or on a mission not related to the pupils.

The exact nature of such visits will usually depend on the judgment of the teacher. Interest in the welfare of the pupils should be the guiding principle. It should be a friendly visit with no wares to sell and it should be repeated. This "personal touch" is recognized as essential in business. The human element is even more important in education. The relation between home and school has not been close enough to breed mutual understanding. Such visits as Morgan suggests are sorely needed.

That contact needs to be something more than the visit of a professional person, who goes into the home as a professional person. It needs

to be a contact as friend to friend. It means a great deal to a child to know that his father and mother appreciate the teacher and that his teacher knows and appreciates his parents. It means that these two groups with which children are most concerned stand together in unity in their teaching and molding of the child mind.[1]

In the upper years of school it will often be wise for the teacher to walk home with a pupil and "drop in," as it were, to get acquainted with or to chat with the parents. On such occasions it may be better to talk about the school than to try to get information about home conditions. Misapprehensions may be broken down and confidence in the school established. Parents will be grateful for the correction of false impressions or the explanation of methods or expenses or reports they had not clearly understood. In adjusting himself to all types of homes, the teacher will develop resourcefulness. He will come to see the point of view of the homemaker and taxpayer. With increased understanding of both school and home, he will be enabled to interpret even more clearly the vital issues of education.

Getting the parents to visit school is another way in which teachers may get better acquainted with parents and foster understanding. Even without solicitation, many parents will come to school to visit their children's classes, to consult with teachers or principal about their children, to get information, or to make complaints. Hall has said of such contacts:

> Parents and other patrons come to the school seeking information or to register complaints. The treatment they receive and the manner in which their requests are handled determine to a great extent the opinions they form of the efficiency of the school and of the officials connected with it. The whole school staff is the source of these contacts, and is to some extent responsible for the impression which the school makes upon the persons with whom they come in contact.[2]

[1] J. E. MORGAN, Interpreting Kindergarten-primary Education to the Public, *National Education Association Proceedings*, 1934, pp. 416–417.

[2] J. A. HALL, Nature and Scope of a School Interpretation Program, *American School Board Journal*, Vol. 92 (February, 1936), pp. 31–32.

Special steps are taken at times by almost all schools to induce parents to visit school. Sometimes a blanket invitation for everyone to come to school on a certain day is published, and special preparations are made. Such practices will be discussed in a later chapter under Visiting Day. Many schools, however, urge parents to come to school whenever convenient. Invitations may be sent home with pupils. Teachers often assume the initiative by making parents feel that they are welcome in their children's classes.

Not so customary, but of undoubted value in getting parents interested in the school, is such an experiment as the one described by Superintendent Clark.

> The next step was a meeting of the high-school faculty with the parents of each class. Here again each pupil was asked to write an invitation to the parents. Only this time the invitation was to meet the high-school faculty to discuss matters of importance to the pupils of this particular class. It was a strictly business meeting. No pink tea, no saltiness, no music was offered as an attraction. The questions incidental to the education of their children were of sufficient importance to attract them. I was surprised at the large percentage of parents who made it their business to attend. I think there was a larger attendance, especially of the men, than there would have been had it been a quasi-social affair. Such questions were discussed as the reasons for the different subjects in the curriculum, outside work, and social activities out of school study hours, cooperation of teachers and parents.[1]

An experiment that proved successful in getting mothers to school in Manhasset, N. Y., is described by Superintendent Tibbetts.

> The fourth step in furthering school-centered ideals was inaugurated with the beginning of the present year when the teacher of each grade appointed a class mother who would in turn be a point of contact between the school and the home. This has so far resulted in a series of "get-acquainted teas" which have brought together the parents and the teachers for the discussion of questions of mutual interest, such as report cards, units of work, and classroom organization. Under this

[1] R. C. Clark, A Publicity Campaign, *American School Board Journal*, Vol. 64 (April, 1922), p. 70.

plan, each grade has so far held one tea, the invitations being written by each child to his own mother. Nearly 90 per cent of the mothers have attended the teas, which is significant of the high degree of cooperation already attained.[1]

Schools in the smaller communities cannot usually afford a special visiting teacher, whose work, though confined largely to problem cases, affords opportunities for explaining the school to parents. The values of education, opportunities in the curriculum, provisions for health, educational, and vocational guidance—on all these and other matters in which public uncertainty is sensed—the visiting teacher should have exact and ready information. If other teachers should be familiar with the interpretation program and their school, the visiting teacher should be doubly familiar and doubly enthusiastic.

Parent-teacher meetings afford further opportunity for teachers to meet and talk with parents at school. The atmosphere is conducive to friendly discussion of school issues. At lunch afterward or while waiting for the meeting to start, teachers may chat informally with parents on school problems or plans, or a teacher may seek out a father or a mother to talk of the son's improvement in English or conduct. Too often such is not the case. Teachers "clique" with other teachers and parents are naturally hesitant to break into the group to single out a teacher or for general discussion. The willingness or unwillingness of the teacher to assume his proper responsibilities toward parents is nowhere more apparent than in the parent-teacher meetings. Parents are quick enough to sense and respond to friendly, cooperative teachers. On the other hand, they will not long remain interested in the organization if teachers confine their activities mainly to an occasional report or a few remarks made during the formal part of the meeting. The writer cannot but believe that teachers who neglect to organize P.T.A.'s or who let

[1] VINAL TIBBETTS, Five-step Plan Makes School and Community Good Friends, *Nation's Schools*, Vol. 14 (September, 1934), pp. 20–23.

them die through lack of interest are not greatly interested in winning understanding and support for the school.

What do parents expect of teachers? Usually teachers do not worry about the answer: But if they have taken the trouble to get acquainted with parents, if they have talked with them in the homes, or school, and elsewhere, they have learned that those demands are not unreasonable and not beyond their own convictions of what they should be and do. They will find them in the last analysis to vary little from the suggestions for cultivating good will in the community offered by the Joint Commission on the Emergency in Education.[1]

1. Parents want teachers to treat them with a marked degree of courtesy and respect when they visit the school.

2. Parents want teachers to be sufficiently interested in knowing them as parents to take advantage of opportunities to meet and to talk with them about their children.

3. Parents want teachers to know their children well enough to appreciate their virtues as well as their faults.

4. Parents want teachers to treat their children with dignity and respect, and they particularly resent the use of terms of contempt.

5. Parents want teachers to give them a reasonable amount of warning concerning any unusual expenditure of money for books, supplies, or social affairs.

6. Parents want teachers to inform them concerning any impending crisis in a pupil's school relations before the situation becomes very serious.

7. Parents want teachers to give special attention to the protection of the health of their children.

8. Parents want teachers to emphasize the mastery of certain fundamental skills in reading, writing, and other tool subjects, and to emphasize the training of children in certain effective habits of study appropriate to various levels of learning.

9. Parents want teachers to place special emphasis on instruction in matters of honesty, cooperation, respect for the rights of others, purity of speech, and other desirable qualities of conduct.

10. Parents want teachers to train their children in such a way as to enable them to make reasonable progress in their school subjects, and if

[1] Cited in Belmont Farley, *School Publicity*, pp. 31–32, Stanford University Press, 1934.

pupils are not successful, they want the teachers to be able to diagnose their difficulties.

11. Parents want teachers to develop a spirit of good will and success in school groups, so that their children will like to go to school.

12. Parents want teachers to assign homework in such a way that it will be challenging to the pupil's effort and interest.

13. Parents want teachers to express a greater degree of confidence in the children than the parents may seem to possess.

Teachers sometimes fail to satisfy the foregoing desires of parents because of (1) the failure to take the attitude of an educational specialist toward nonadjusted pupils, (2) the failure of some school executives to encourage teachers to feel that the individual teacher has a most important part in an effective program of public relations, (3) the tendency of some teachers to be too much concerned with ways that parents can help the school rather than with ways in which teachers can help parents, (4) the unwillingness of some parents to cooperate with the teacher, and (5) the lack of appreciation of the value of good will as an asset to the school.

The Teacher in the Community.

"The school is my life. With my books, my work, my pupils, and my colleagues, my days and nights are filled. I don't believe any teacher can do full justice to her job if she takes part in the social life of the town."

The speaker was a good teacher, an excellent woman, conscientious, intelligent, sympathetic. Her pupils liked her. She knew, slightly, most of their parents and was admired by them. Yet she was deliberately narrowing the realm of her influence and congratulating herself for doing it. With her personal charm and poise she could have been socially prominent in the community—and without sacrifice to her work. She could, indeed, have swept other teachers along with her into the social life of the community. Instead, she clung to the society of her set of five unmarried teachers, in which "shop" was almost invariably the subject of conversation, and the most exciting experience was a Sunday afternoon hike along the river or a ride in the automobile of one of the two men of the group.

What she did not realize—and many teachers are like her—is that she was becoming narrow, that she was losing

her touch with the life from which her pupils came and to which she owed a stewardship. Moreover, by her aloofness, she was convincing the people who would have taken her into their bridge clubs and invited her to dancing parties and showers and teas that she was not interested. Some of them, no doubt, thought she was "high-hat." Once rebuffed by her, though she was as gracious as she could be, pleading papers that had to be corrected, they lost sympathy for her and for the school she represented.

Therein lies one of the weak links in the program of interpretation. So long as teachers cling clannishly to their own society, venturing into public circles only to perform occasional duties in church or civic club, so long will local society be inclined to turn indifferently from tales of the school and its needs. There will even be groups who will relish any major error committed by teachers, and will "cluck" it about town in a trice. One need go no farther than his home town to find such attitudes toward teachers. People are sensitive. They believe that they are having a good time socially. When they wish to share it with the teachers of their children, in whom they have natural interest (or if they are younger, with people of their own age), and find their efforts blocked by indifference or teacher clannishness, they cannot be blamed for feeling resentment—and repaying indifference with indifference.

If, on the other hand, teachers accept opportunities for social life in the community as a responsibility and a privilege, they will discover that efficiency as a teacher need not be impaired and may even be increased. They will learn also that wholesome recreation among friends with various interests often creates a good environment for exchange of ideas on significant matters, such as education. Without intention, the teacher will be an interpreter of education in his points of view and friendly arguments. At other times he may be the deliberate interpreter, explaining to an interested group his work or some other activity of the school.

Relations other than social, of course, are imperative if the school is to have the willing ear of the public. Service in the church is usually looked upon with favor and certainly wins the responsiveness of the congregation involved. To many teachers Sunday-school work is a form of expressing their interest in their church and in the children. Because of their training in teaching methods, they are usually welcomed by Sunday-school officers. Church relations, moreover, establish friendships with people of all sorts and often present unique opportunities for explaining what the school, the natural ally of the church, is doing for the children. Church people, no matter what their denomination, are likely to feel that their children are fortunate if under the tutelage of an active church worker. In some few communities, however, teachers may find religious controversies so strong that their active participation in church work may prove disadvantageous to the school.

Participation in the work of service clubs, lodges, and other organized groups of the community is coming more and more to be regarded as an obligation of teachers. It is also a privilege. Many educators believe with reason that wholehearted and happy participation in the organization or organizations of greatest interest will do more toward selling the schools to the public than all the printed contacts available.[1] Certainly teachers will be called upon frequently to expound their views on education at meetings of luncheon clubs, professional groups, women's organizations, veterans' organizations, fraternal organizations, improvement associations, cultural groups, and others. They will find therein priceless opportunities to further both the interests of education and those of their profession.

Spontaneous interest in the promotion of boy scout, girl scout, and kindred character-forming activities among the youth of the community will go far toward entrenching teachers in popular affections. The willingness to share

[1] R. D. Case, Best School Publicity Is You, *Journal of Education*, Vol. 117 (Apr. 21, 1934), p. 181.

their talent for leadership or public speaking or organization with civic groups will sweep them upward in community standing. If they are not stingy in sharing special gifts in music or dramatics, they may be popular at any or all gatherings. Philip Lovejoy, Assistant Secretary of International Rotary, tells of a happy use of such talent:

In one school system I know of, there is an octette, composed of teachers, men and women who have special talent. This octette is in great demand. Hardly a community gathering but what the octette is asked to appear. Nearby cities ask for the services of this remarkable group. The school superintendent has wisely made arrangements for this group to have a certain amount of time off from actual classroom duty in order to represent the school at these gatherings. Many of them, in fact the majority of the engagements, are outside of school hours and this means a great sacrifice of time on the part of the members, but their loyalty and devotion to their job is the basis of acceptance of practically all invitations.[1]

To be a good interpreter of the school every teacher should be a good citizen. He must study how to build respect for his profession. As a member of the community, owing his livelihood to it, and sharing its benefits, he must be responsible with other citizens for its welfare. He should help to mold the economic, political, social, moral, and aesthetic thought of the people. Nowhere, as Case suggests, can be found better trained experts in these phases of living than in the teaching profession.

They are reliable, honest, clean-thinking, sympathetic, and charitable as well as being exponents of the highest standards of conduct. If parents are satisfied to trust the development of their most cherished possessions, their children, to teachers, they will also welcome them into the other phases of their lives. Of this fact teachers should take advantage and by participation in the affairs of the community sell the school to all concerned; parents, taxpayers, and those who are neither.[2]

After all, teachers should be the best all-round persons that their endowments and opportunities will permit them to be. This they can be by supplementing their experiences

[1] PHILIP LOVEJOY, The Teacher's Part in the Public Relations Program, *Education* (October, 1932), 74–76.

[2] *Ibid.*, p. 182.

in the schoolroom with experiences in the world outside, by being at once good teachers and dependable citizens, by acquiring the breadth of vision that comes with personal contacts of all sorts in enterprises for the common good.

Worth consideration, also, is the influence a teacher may wield with alumni and former students in the community. Any good teacher who has served for some years in a school will have loyal followers among his former students. Some of these students will hold prominent positions or be otherwise influential in civic affairs. Teachers, renewing old friendships or in occasional meetings, will often convince them of educational needs or trace school progress better than could any other form of interpretation. The writer personally knew a teacher whose former students were so numerous and so loyal that she could have wrought almost any desired change in the school. When that influence is used for constructive purposes, it is, indeed, most valuable.

The Teacher in the Classroom.

A classic phrase is "a good school is its own best interpretation." A good school presupposes good classroom teaching. If teachers are progressive in their methods, careful in preparation, and skillful in handling their classes, the superintendent will have no great cause for worry concerning the public's attitude. If teachers, on the other hand, collect algebra papers and never mark them, or mark them without looking through them, pupils will slyly spread the information. The circle will widen—and interpretative efforts will be nullified. If a primary teacher is permitted to teach until her memory has so far slipped that she cannot remember names and says, pointing, "You, girl in the pink dress, you read," or "You, boy—you try," members of the community who have never had children in school will wonder if school officers are afraid to make a change or if they don't know what is happening.

Indeed, it is one of the perversities of human nature that the departure from type is more talked about than that

which is normal and good. Carlyle tells of the man who went through life with a hunchback and beautiful hands. He never lost an opportunity to display his hands and hoped that he would be remembered as the man with the beautiful hands. When he died, as when he lived, people spoke of him simply as "the hunchback." So with our public school. It is to be feared that a teacher or two through natural inaptitude or the encroachments of age or sheer laziness will symbolize the school to an undiscerning public.

Assuming that school officers will first assure themselves and the public that every classroom has a good teacher, what more can be done by way of interpreting the schools in the classroom? The writer is in accord with those who believe that the time has come when facts about education should be taught as a part of the regular curriculum. Why should not a brief history of education be taught in connection with social service? Why should not pupils study their own complex school organization, its form, its purposes, and its methods? Farley[1] has proposed in course form an interpretation program designed to prepare students as future citizens for intelligent decisions regarding schools. Under the direction of Shelton Phelps[2] and the superintendent of schools, high-school pupils of Gallatin, Tenn., made a survey of the schools of the city. Almost any school may prepare one or more units on the school for regular classroom instruction in appropriate courses.

Even when definite provision is not made in the curriculum for such instruction, teachers will find numerous opportunities for cultivating among pupils understanding of educational policies and practices. Surely no time is more opportune for such understanding. Not only will it enable pupils to make intelligent explanations to their parents,

[1] BELMONT FARLEY, Educational Interpretation for the Secondary School, *Bulletin (Proceedings)*, No. 40, pp. 31 *ff.* Department of Secondary School Principals, National Education Association, March, 1932.

[2] SHELTON PHELPS, *School Surveys by High School Pupils.* Unpublished Master's thesis, George Peabody College for Teachers, 1936.

but it will equip them in some measure to make good decisions later when as citizens they are called upon to act concerning the schools. When they are in daily contact with classroom procedures and see all about them the functioning of the school organization, such instruction should be relatively easy.

Study of school policy and practice may also come through homeroom activities. The program of interpretation may well provide for the explanation of a series of school topics in the high school. Each of these topics may take from a single homeroom period to a week or more and could be developed through individual reports, interrogatories, discussions, dramatizations, visual devices, etc. Especially capable student speakers could go from room to room with three- or five-minute speeches on particular phases of a subject. The groups could begin with general problems of education, such as "The Need for Education in the Modern World." As interest in the subject deepened and knowledge widened, they should attack more specific aspects as "The Organization of our High School," and still later such issues as "Why Do We Have Extracurricular Activities?" or "What Can the Schools Do for Health?"

Every Director of Interpretation, upon consultation with his committee and teachers, will devise topics to fit his own school. One of the important preliminary steps, of course, will be to make sure that every teacher not only understands the nature and extent of the homeroom program but also knows his school thoroughly. He should be able to provide pupils with information, direct them to best sources, and correct wrong impressions. The whole program should be pupil-motivated as much as possible, but teachers, as always, must be the constant source of inspiration and assistance.

Finally, the teacher in the classroom can serve the interpretative program by stimulating pupils to prepare exhibits and demonstrations for the public. Such work may be independent of all-school ventures in open house. There

is no reason why a teacher whose pupils have built houses or boats, or made gardens or dresses, or written spring poems or histories of the home town should not ask parents and others to see what the children are doing. Or the teacher can dramatize an event in history and suggest to those who take part that they ask their parents to come. The resourceful teacher will find many ways by which he may link his classroom with the public. The writer once attended a third-grade program, the feature of which was a little playlet written and acted by pupils. It was called, as he remembers, "The Kind of School I Like," and in three acts taught pupils (and parents) to want clean school grounds, polite children, neat corridors and rooms, and busy pupils. Pictures and other devices were used in lieu of stage setting to stimulate imagination. The writer is convinced that a good teacher was behind the cunning little play, but pupils were all that could be seen and everyone was impressed. So in numerous and subtle ways the good teacher may teach her pupils, and through them the public, educational ideals and practice.

The Teacher and Extracurricular Activities.

What teacher has not heard echoes of parental complaints about extracurricular activities? They take too much time. They are beside the purpose of education. Johnny thinks so much about the play he is in that he isn't worth his salt around home. Since Myrtle joined the orchestra she is hardly ever home. Tom has his room littered with bugs and butterflies and moths. Some of the most strenuous and insistent complaints principals have to suffer are from parents who come with blood in their eyes insisting that the school cut out some of the activities and give pupils a chance to do their regular school work and get home. Is this a familiar picture?

What is the role of the teacher in all this? He, as always, must be wise interpreter and guide to both pupils and parents. The teacher in charge of an activity must make

the relation of that activity to the educational program clear. Moreoever, recognizing, as the pupil does not, that all education must be served, he is careful that viewpoints are not lost, that the activity does not occupy too much time or enslave attention too completely. This is a difficult lesson for teachers to learn. Normally each wants to shine in the eyes of the school and community by sponsoring the most active or the best club in the school. It is a species of competition that inevitably overworks the pupil and frets the public.

Yet teachers must realize that to represent the school justly in community eyes, activities must be conducted with spirit and they must be expertly directed. Too often administrators have the notion that any teacher who is willing to do it may safely be put in charge of an activity. The writer has had occasion to remark directors of high-school newspapers who were, if anything, a step behind the best pupils in the group. He has noted coaches of class plays who had not a spark of dramatic ability and served rather to discourage than to encourage natural ability in his charges. Pupils are not in activities unless they are interested, and if they are interested and intelligent, they know when they are being directed by an expert and when by a beginner. As school interpretation, this is as unfortunate as lamentably weak classroom teaching. Yet, unhappily, it is often dismissed as unimportant or unavoidable by principals or superintendents who are responsible.

When, on the other hand, the nicest of judgment is used in the selection of advisers for extraclass activities, and these advisers promote excellence without overemphasis, there will be fewer complaints from irate parents and more approval of the school in general. A college student told the writer recently of his camera-club adviser in high school. An inspiring teacher, a sympathetic companion, and an artist, he succeeded in the course of meetings at school, informal gatherings in his home, and jaunts in the country

in imbuing his club members with aspirations for education and responsiveness to beauty in nature, besides developing in them the arts and skills of amateur photography. To his charges he will always represent the versatility and authority of public education. No matter what the extra-curricular activity, the teacher through the more informal contacts he enjoys with pupils will have countless opportunities to point values of education, explain school policy and practice, and inculcate favorable attitudes. The next chapter will develop in detail possibilities of school interpretation through the specific activities.

The Teacher in the Program of Interpretation.

In this chapter the writer has sought to develop the principle that school interpretation is as much the responsibility of the teacher as it is of the principal or of the superintendent. If teachers are to assume this responsibility in the ways pointed out, adequate provision must be made for giving them complete understanding of the program of interpretation and of all necessary school facts. They should have a part in planning the program and the means for coordinated effort. They should be encouraged to devise and contribute new and better methods of presenting facts or to uncover new channels for reaching the public.

A number of teachers will be called upon, as suggested in Chap. III, to assume direct personal responsibilities in the program. Some will serve on local committees; others will direct news-gathering activities within their unit or building; others will be called upon to take charge of exhibits or demonstrations or contests; those with special abilities may be asked to prepare posters or direct students in the preparation of posters, graphs, or similar visual materials. Teachers skilled in photography may have important assignments in gathering still or moving pictures with high interpretative value. Certain teachers will be invited to speak before community groups; others may prepare programs featuring pupil activities. Some of the more talented

in writing may help in the preparation of articles or bulletins. In still other ways teachers may have special duties to perform throughout the year or for short periods.

There remains the large body of teachers who "also serve" though they have no assigned parts. They will build or destroy public confidence by their daily work and contacts. Teachers are public figures; they cannot escape their roles as interpreters. If they recognize their quiet but constant part, they will serve the interpretation program by conforming to the best ethics of their profession, by maintaining constructive attitudes toward the school, by voicing criticisms only to appropriate school officers, by being alert to trends in public opinion, by learning to talk of their schools as interestingly as doctors or engineers talk of their work, and, above all, by teaching to the best of their ability the knowledge, attitudes, habits, and skills for which the school exists.

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CHAPTER XI

PUPIL ACTIVITIES

The Pupil as Interpreter.

The children of the school constitute nearly one-fifth of the population of the average community. Their enthusiasm or dislikes are quickly reflected in a community. Upon their reports of the school, many people form their most confirmed attitudes. Alert school men have not minimized this influence. They have seen the possibility of putting what exists, whether they encourage it or not, to the most constructive use possible. Accordingly they have sought through all the activities of the school to make pupils eager apostles of the values of education. At the same time, they have tried to accomplish such desirable changes in the thought and conduct of children that parents, seeing, would realize that the school was fulfilling its mission.

How the pupil interprets the school will depend on how successful it has been in winning his confidence, respect, and good will. What he interprets depends on what he knows and how much he is interested. Rather obvious statements, to be sure, but it is surprising how frequently their truth is overlooked or disregarded. In Chap. X the responsibility of teachers in this connection was emphasized. This chapter will be concerned with methods by which pupils may be taught what will make them good interpreters by word of mouth and by conduct. It will also discuss means by which pupils, through their school activities, can foster in the public an understanding of school aims and a confidence in school methods.

Curricular Activities.

When pupils want to quit school soon after their initiation into the mysteries of high school, it is likely to be because they are not interested. Perhaps the subjects that might have held them in high school are not offered or are not available for them. They drag along at or near the foot of the class, creating disciplinary problems, unwilling to fit into the life of the school, and arousing dissatisfaction in other pupils and in the community. Small communities with limited means are powerless to do much about it. They are bound too often to a narrow curriculum of academic, college-entrance subjects, realizing at the same time that they are failing to arouse any enthusiasm in a good share of their pupils.

Courses of study that show little relation to community needs offer a severe handicap to interpretation through pupils. No matter how small the school, its first educational duty is to fit its curriculum as far as is possible to its pupils. How to do it is the acute problem. If the community can support an expanded curriculum, a social economic survey should be made from which suggestions for new educational opportunities will result. The building of courses of study and the selection of curriculum materials will then demand the attention of the faculty.

Almost as important as the curriculum itself is provision for guidance. Even with the best of educational opportunities, pupils left to their own devices are likely to elect courses for which they are unsuited. If, therefore, the school is to perform its functions harmoniously and win the confidence of pupils, guidance must be continuous and it must be based on all available information about the pupils. Intelligence, achievement records, health, interests, occupation of parents, home conditions, delinquencies, friends, hobbies—all have bearing on the educational needs of the child. Teachers or special officers administering guidance should be sympathetic and expert. The well-adjusted child is the aim; the good school is the result.

Furthermore, pupils must understand the purpose of the educational experiences to which they submit themselves. The aims of each subject and its relation to the pupil's course of study should be clarified by teachers and advisers. When pupils do not see what way they are going, when they are not brought to see unifying aims, they go home with inarticulate accounts of the school and its work. It is easier far to set up a few requirements, a few electives,



FIG. 35.—Interpreters of the school. This picture is an excellent representation of vitalized pupil activity as conducted in a modern school. (From *All the Children, 37th Annual Report of the Superintendent of Schools, City of New York.*)

let pupils choose what they will take, and let them discover, if they can, what niche each subject fills in the pattern of their education. It is easier, but it is not the way to instill pupil and public confidence in the public schools.

Method of instruction is also important in cultivating the interest of the pupil and in affording a means of interpretation to the public. The newer methods, which require more pupil initiative, which tend to organize instructional materials into units, which stress understanding rather than memorizing, tend to produce better pupil attitudes

and more tangible evidence of learning for the public. Frequently, parents and others are given opportunity to examine and admire the work resulting from individual projects conducted on school levels from the kindergarten through high school. Indeed, teachers and administrators are becoming increasingly aware of the interpretative possibilities of pupil handiwork. Sometimes interest is in the method itself rather than the product. Parents and friends urged by the zeal of their children may attend a dramatization of an important event in history, or come to school to see and hear freshmen enacting naturalization proceedings, or to sit in on a spirited discussion under pupil direction of "Water in the Settlement of the Midwest."

School entertainments often feature plays or pageants that grow out of regular school work. Such entertainments serve the dual purpose of giving additional incentives to the participants and of interpreting to the parents the work of the school. Parents who might never have come to school otherwise are induced to come to see their children perform, and become sufficiently interested to make frequent calls thereafter.

School trips are also proving of high value educationally and as means of interesting business men and others in the school. Of such trips McKown says:

> An excellent device of significant educational and publicity value is the school trip or excursion. It is becoming increasingly popular as its educational opportunities are being appreciated and as it is becoming more available because of ease of transportation. Stores, banks, and other types of commercial houses are making such trips both easy and profitable. Because it helps to satisfy a demand that school work have social utility value, this device is enthusiastically supported by the "hard-headed businessman" who, all too frequently, criticizes the "impractical book learning" the average pupil receives![1]

Extracurriculum.

As Part of Education. Extracurricular activities are of comparatively recent popularity. Two generations ago

[1] H. C. McKown, Place of Student Activities in a Public Relations Program, *Education*, Vol. 53 (October, 1932), pp. 77–83.

they were very few in number and were regarded somewhat askance by school men and populace alike. Even today, in some smaller communities, superintendents and principals venture timidly into the expansion of the extraclass program. Yet educated opinion today is almost unanimous on the importance of such activities in the whole education of the child. They furnish experience that the regular curriculum cannot conveniently furnish. They build up in the child self-confidence and a needful spirit of teamwork. Through them, socialization is gained and initiative is developed. Leadership is one of the most valuable outcomes of a well-controlled extracurricular program. Boys and girls are given ample opportunity to lead their fellows in worth-while enterprises. With the sense of power that comes with leadership, educators mark also the development of poise and tact. In short, more effectively than in the regular curriculum, pupils are submitted to the give and take of life, to the necessity of proving latent powers, and to the development of the subtle composition that constitutes personality.

Specific educational values also wait on extracurricular activities. Each has its own educational objective. That objective may be the cultivation of talent in music or drama; it may be the intentive furtherance of interest in and knowledge of a foreign language and culture; it may be the development of a stronger, more agile body through athletic activities or the deepening of spiritual responsiveness through religious or character clubs. These specific objectives are usually intensified in the extracurriculum life. The pupil chooses the activity or two which interest him most. Usually that means giving up others that are also tempting. His choice made, he throws himself with the ardor of youth into the activity. Perhaps it is the high-school newspaper. He has visions of being editor, of having his name on every tongue in school. Or it may be music. He feels he has talent; he wants to have the director refer to him as "my best saxophone player" and he wants to be

the hero of high-school music contests. In athletics, he cannot escape dreams of greatness and works with almost pathetic single-mindedness. Even in club activities which hold no dreams of conquest, the rewards are ample in skills and prestige. Many activities actually supplement courses of study and enhance interest in them by informal and more motivated attacks on their problems. Others have for their objective the development of the spirit of service, of devotion to the common good. A well-balanced program may, indeed, have experiences to suit the needs or interests of all the pupils.

The Need for Controlled Participation. Even the best of programs will fail dismally if pupil participation is not adequately controlled. Point systems and other means are devised for such control. Explanations of them may be found in any of the several good books on extracurricular activities. The control, not the means, is what must be stressed here. Where carefully limited participation does not exist, several consequences inimical both to happy and well-balanced pupil life and to public approval result. In pupil life, unlimited participation means that the natural leaders of the school will be overworked to a point of nervous breakdown. The writer knew a high-school girl who was at once the valedictorian of her class, president of the dramatic club, editor of the school paper, president of the student body, participant and winner in the high-school and district declamation contests, and active on almost every committee that required able pupil service. Underweight and high strung nervously, she used up all resources and at the end of the year suffered a breakdown so severe that though she recovered enough to enter the university in the fall, she was forced to leave and devote herself to rebuilding her health. It is a price all too frequently paid for uncontrolled participation. Moreover, other pupils with talent and responsibility were denied the opportunity of leadership. A shortsighted policy permitted one leader to be exploited at the cost of her health while others, almost

as able, were denied their rightful development. Such a condition, disturbing the activities of the school, will not produce in the community desirable conceptions of student life. Parents mark the increased nervousness of their children as their hours are spread thinner and thinner, and wonder helplessly what can be done.

Not only should pupil participation in activities be restricted by health, scholarship, and other considerations, but provision should be made for absorbing the extracurricular program in the regular school day. It will, of course, always be necessary to hold occasional contests, sports, picnics, hikes, or programs on Saturdays or in the evening. Pupils and public alike should understand when and why such scheduling is necessary. All club meetings should be scheduled during available hours of the school day, as should rehearsals of all types. Policy should also demand that no activity continue beyond an hour that will still allow sufficient time for pupils to get home in good time for the evening meal. Close oversight of activities should be exercised at all times. If a pupil is allowing an activity to disturb the tenor of his school life or his home life, some sympathetic action on the part of the adviser will be necessary. Extracurricular activities have no warrant for existence if their results are not almost wholly good and if pupils and public do not recognize them to be good.

Extracurricular Activities as Interpretation.

Extracurricular activities, as will be seen in the discussion of individual activities in the following pages, furnish several avenues of school interpretation. One of the most frequently noted is the show for the public. Many schools, indeed, have gone too far in emphasizing the publicity values and have lost sight of the fundamental doctrine that school activities are meant primarily for pupil participants and pupil witnesses. Yet every school must recognize that the average community demands as McKown says,

organizations and activities of which it can be justly proud—successful athletic teams, a snappily dressed band, spectacular mass productions such as the operetta and pageant, prize-winning declaimers, debaters, exhibiters, musicians, and other competitors.[1]

It is this spectacular nature of extracurricular activities that keeps them in the public eye, that makes them in many communities almost the only avenue to public knowledge of the schools. The average citizen knows much more of what the school is doing in high-school athletics than what it is doing in the general provision for health. Music, dramatics, and high-school publications similarly draw attention to themselves, and therefore require expert direction and judicious tying in with the whole educational program if they are to function properly in the program of interpretation.

The sponsoring of activities that often contribute to public appreciation and understanding of the school is another means through which extracurricular organizations may serve the program of interpretation. Contests, assembly programs, speakers from the community, safety campaigns, and drives of various kinds are among the activities so sponsored. In some schools, clubs bring many of the most prominent citizens of the community to address them or the whole student body during the course of a year. Organizations in the better schools are encouraged to feel that their duty to the school includes some venture for the education or entertainment of the student body and invited friends. The forms that such ventures take will be indicated in the discussion of the specific organizations.

Contests furnish further contacts with the public. Some of these contests are in the nature of shows for the public, as has already been mentioned. Others, however, while interesting citizens, are no occasions for public gathering and enthusiasm. Essay-writing contests often prove highly valuable to participants, and, if the essays are on educational

[1] *Ibid.*, pp. 77–78.

issues, as they may well be, are instructive to the public. Many of such contests may be connected rather directly with the school courses and will serve to heighten public interest in the curriculum. Even spelling or typewriting contests can evoke a feeling of pride in "our school." The National Education Association every year conducts two contests: one a poster contest, in which art students develop posters showing the importance of education and the other a printing contest, in which students demonstrate artistry in printing a one-page statement.[1] Gardening, stock raising and judging, making of model airplanes or ships or houses, play writing, poetry—all lend themselves to contests which can be and are sponsored by pupil clubs with faculty guidance. Contests in athletics, music, and drama will be discussed in later sections.

Finally, the activities themselves are important avenues for disseminating information about the schools and for creating favorable attitudes. If parents mark desirable changes in their children, if the children find that they are having a good time and are learning something or developing strength or artistry or whatever is desired, the activities will be useful in interpretation. Live clubs tend to popularize fields of interest. A good science club, for instance, may make pupils who would not otherwise be interested want to take science. It will make them talk science at home and arouse curiosity in parents and friends. So with the other clubs, avocational, character, service—whatever they are, they frequently arouse sufficient activity among members to go far toward explaining and popularizing that activity in the community. Other clubs are organized for school or community service and exert a direct favorable influence on pupils and citizens.

While not an activity, the school bulletin board is indispensable to activities and is valuable as an interpretative device. When properly supervised, bulletin boards, by

[1] For details of contests write National Education Association, Division of Publications, 1201 Sixteenth St., Washington, D. C.

their neatness and propriety may stimulate similar traits in the individual pupils and in the organizations of the school. The better schools usually provide for approval of all notices or posters for bulletin boards and for constant care of the boards to see that everything is posted in the right place and is up to date. Bulletin boards may also serve to convey important school information to pupils. A series of attractive posters, and incidental articles, pictures, poems, or quotations posted regularly in the same place might serve to enlarge educational views of pupils.

Specific Activities.

Athletics. Of all the activities of the school none receives so much public attention as athletics. Deeply ingrained in humankind is the love of a good fight. Men tired of the humdrum of business and women escaping the monotony of the household forget themselves in the flaming ardor of two teams of young athletes matched in football or basketball. In addition to the responsiveness to conflict, there is in the average spectator a feeling of partisanship. He wants the home team to win. This strong desire for winning teams has been responsible for poor sportmanship of spectators, frequently evidenced at first only by the more undesirable sport "fans" and later communicated, despite efforts of sportsmanship clubs and faculty, to the student body. Then townspeople, who have kept their point of view, judge the school by the attitude of its pupils. A further danger of overemphasis in winning teams is the danger of overshadowing the more important program of physical education for everyone.

The athletic program of a school should be so planned that the public will be proud not so much of the winning teams as of the number who participate in the sports program and the number of sports in which the school demonstrates proficiency. Interclass competition, athletic demonstrations for the public, archery with its exhibitions of grace and skill, swimming and diving for their

effectiveness in developing symmetry of body and coordination of movement, tennis with its speed and deftness—these and other sports should be made as interesting to the public as football and basketball. Intelligent citizens will be more impressed with the extent and results of the complete physical education program than they were with victorious teams in interscholastic competition. The spirit of competition should not be lost sight of, but every effort should be made to get pupils into the sports for which they are best adapted or which will be of most benefit to them. Prices for attendance at demonstrations or contests should be kept low. Often no charge should be made for pupils or public. Citizens should be encouraged to attend all athletic events. Their increased interest and attendance will stimulate pupils to greater activity. With development of a sound program will come increased emphasis on fair play and good sportsmanship, which are always indicative of right leadership and instruction.

Dramatics. The chief consideration in school dramatics is that productions be of high caliber. Plays should be of accepted worth and should be presented with meticulous attention to merit in every phase—in pantomime, reading of lines, make-up, costuming, staging, and lighting. The better they are in all these respects the higher will be the public estimation of the school. School men who advise new directors of dramatics to produce only light, low-royalty plays because the community "isn't up to the high-class drama" make a very serious error. On the other hand, teachers who rush into Shakespeare or Ibsen with a group of totally immature and inexperienced players may fail dismally in spite of their best efforts. Good plays within the range of the available talent can always be found by the director who knows his work. It is not likely that a group of high-school players, even very talented ones, are going to raise a community's standards of dramatic appreciation, but they will, without doubt, if they are capably directed, increase public approval of the work of the school. They

may even draw people who do not ordinarily care for amateur theatricals.

Speech. Debate, oratory, extemporaneous speaking, and declamation stimulate pupils to long hours of patient work but do not usually draw large numbers of the public. Both the educational and interpretative values are high. Parents and others who do occasionally attend programs or contests featuring speech activities are frequently astonished that students do so well. Perhaps as much care is lavished on the training of pupils in debate and for declamation contests as in any other kind of activity. The fact that the work is individual, largely intellectual, and not spectacular should not lead school heads to minimize its importance in the school and in the interpretation program. Even people not sufficiently interested to attend the contests believe that the participants are receiving valuable training and are inclined to give the school more credit than for excelling in more spectacular ways.

Music. No activity makes more friends for the public school than music. Often the whole town sets to work to raise funds to send a band, an orchestra, or a glee club to a state or national contest. Pride in "our school" is felt throughout the community, and the prestige that comes with each additional recognition of merit is clung to by all normal citizens almost as if it were a personal achievement.

School bands are often given opportunity to play in public parks or at celebrations. Not infrequently, under the regular director, they play once a week during the summer at an outdoor bandstand. Usually the seats are packed and everyone is well pleased. Directors with an eye to interpretative opportunities have used intermissions to speak informally of music and the local school.

The uniformed band makes a special appeal says McKown, himself feeling some of the martial stir.

> The uniformed band is about the best friend maker the average school has. Not all of the citizens of the community believe in athletics; not all of them believe in dramatics; and not all of them believe in either

pageants or operettas; but practically all of them respond to a snappy martial air played by an attractively uniformed band as it executes clever marching and formation tactics.

Proofs of the community's appreciation of the band are to be found in the willingness with which it expends money for instruments, uniforms, and trips, and also in its acceptance of girls as members of the organization—something that ten or fifteen years ago, in an average community, was unthinkable. Both the educational and the publicity values of the band are high.[1]

A popular program in many schools is one made up of groups of selections from the several musical organizations of the school. It furnishes an excellent means for displaying to the public the best work of the music department. Besides the regular musical organizations, there should be in the program individual instrumental and vocal numbers.

Operettas attract large numbers of citizens, but it is extremely doubtful if their educational value is ever as great as that of the program of musical numbers. Though pictorially more attractive and usually more entertaining, they do not leave impressions of musical excellence that well-balanced and carefully prepared programs do. Operettas, however, do arouse community interest. Sometimes a whole school is engaged in preparation for an operetta and even enlists the aid of women's clubs and others of the community in costuming and preparation of parts.

Governmental Activities. Though often misunderstood and even derided by citizens who still cling to old conceptions of governing pupil behavior, the modern experiments in self-government are rich in educational values. When pains are taken to make pupils and the public understand, a good deal of public interest is aroused. The student council, as the legislating or governing group is usually called, is considered by educators to be highly important. Pupils, too, follow it with interest and talk of it to their parents. The public press (see Chap. II, p. 35) finds its

[1] McKown, *op. cit.*, p. 78.

parallels to civilian life to have good news value. In the school all the members of the council are held in high esteem. Frequently there is no more honored office within the giving of the student body. Annual elections to the council are attended by a great deal of student excitement and are given generous space in the high-school newspaper and often in the local press. The composition of the council varies greatly. Sometimes it is a small body; sometimes it is large. Always it is designed to be representative of the entire school, usually through representation by classes, homerooms, or organizations. So vital to school welfare is membership on the council considered that an oath of office such as the following is frequently required:

I do solemnly affirm that as a member of the Student Council (or as the President of the Associated Student Body) of Boise High School, I will faithfully, and to the best of my ability, perform all the duties of my office and that I will be loyal to the best interests of Boise High School.[1]

Purposes and duties of student councils as stated in their constitutions or wherever they appear usually point toward high ideals of citizenship and school service. Such phrases as the following are common:

to give students actual experience in the exercise of rights and obligations as citizens of the school republic.[2]

to further in every way student growth, to cooperate with school executives in furthering the progress of West High School, and to help promote all activities which make the school life of West High School richer.[3]

The Student Conduct Board has jurisdiction over student conduct in the library, convocations, halls, locker rooms, and grounds. . . . Rules are simple, relating to behavior becoming ladies and gentlemen. . . . If the accused desire to appear before the weekly meetings of the

[1] The Life of Boise High School, A Manual of Information and Instructions, p. 40, Boise High School, 1932.

[2] *Ibid.*, p. 38.

[3] W, The Handbook of West High School, Denver, Colo., p. 13.

Board, they may argue their cases; otherwise they receive automatically sentences appropriate to the offense.[1]

If the student council is as important and successful as it should be in the school community, pupils will endorse it to their parents, who will support it. But means must be taken through news stories, demonstrations, and whatever other ways are available to tell the public the what, why, and how of the student council. Citizens are always pleased to learn details of so highly vitalized a form of training for citizenship.

Publications. The immense interpretative value of student publications has compelled detailed consideration of them in a separate chapter (see Chap. VII). In passing, however, recognition should be made of the influence on home thought of the general stimulus given to literary activity of all sorts by the presence in the school of pupil publications. The writings of their children are tangible evidences to parents of educational growth, and when those writings are purely voluntary, parents are more than ever likely to give the school credit. Pupils are proud of appearing in print and often through the publication of their poems or short news notes are quickened to much greater interest in the school.

Social Activities. Socialization has been mentioned as one of the general objectives of extracurricular activities. In the awkward years, years when boys and girls are floundering in adolescence, a wisely planned and supervised program of social activities will do much toward establishing wholesome relationships. Class activities, unfortunately, seem inadequate. Boys who find no difficulty in the formal atmosphere of the classroom are diffident and self-conscious in the presence of femininity in corridors or activity rooms. Girls too often betray their lack of social adjustment by loudness and silliness in the presence of boys.

[1] Red and Black Book, North Central High School, pp. 35–36, Spokane, Wash., 1933.

Parents are concerned and are sometimes inclined to blame the schools. Many schools have willingly accepted the responsibility and have endeavored to get every pupil to participate in the social program. Dances, class parties, organization parties are among the means employed to bring boys and girls together socially under the direction of the school. They learn to talk with one another freely; they pick up the more essential social graces; they can enjoy friendships without mawkish sentiment. In high school, particularly, pupils are of an age when social training is highly necessary. If it is given by the schools, parents will breathe more easily and the community will come to feel that the results are much to be preferred to the incidental and too often degrading social education of the public dance hall, the street, and the café.

Assemblies. School assemblies may be everything or nothing. At their best, they are an excellent link with the public and a source of inspiration to pupils. The good assembly requires ample planning—and, if the program is by pupils, rehearsing. As much as possible pupils should plan the programs. Organizations should be encouraged to sponsor assembly programs related as nearly as can be to their activities. Service clubs and classes could build programs designed to explain the health program or to dramatize school traditions or values of education. Farley[1] suggests a program built around the physical school plant. The plant would be scored on a standard school-building card and the merits and demerits explained by the students presenting the program. Doubtless it would make students more appreciative of their school building and more careful in its upkeep.

In general, the more student participation the more interest the assembly will hold for other students and parents. Not only should students have a large share in planning assemblies, but they should preside over them.

[1] BELMONT FARLEY, *School Publication*, p. 57, Stanford University Press, 1934.

Even when an important speaker is imported, he should be introduced by the president of the club sponsoring his appearance or by the president of the student body. Pupils should feel it is their assembly and the public, within the seating capacity of the assembly room or auditorium, should be made welcome. It is necessary, of course, that faculty members exercise guidance in planning, preparing, and presenting assembly programs, but not to the extent of crippling student initiative.

Suggestions for assembly programs are numerous. One of the best recent discussions is by Roemer, Allen, and Yarnell.[1] Among other aids, they outline a complete program for the year. Each school will doubtless find insistent issues of its own to present through the assembly. Anything might be included, from matters directly related to the curriculum, such as demonstrations of physics or chemistry experiments or debates by the public members of the speaking class, to pure "pep" fests or political campaigns for student-council elections, or imported travel speakers. Often a series of assemblies may be devoted to developing specific school attitudes or understandings.

The assembly is the nursery of school spirit. In so far as it succeeds in developing intense school loyalty and pride, it will make friends for the school in the community. Even specialists in student activities who have had educational rather than interpretative values in mind are likely to place among the leading objectives of the assembly (1) the forming of intelligent public opinion, and (2) integrating, emotionally and intellectually, the work and life of the school.[2] When the assembly succeeds in reflecting the life of the school and is maintained by students at a high level of merit, these objectives will be served and the public will enjoy more frequent and more sympathetic relations with the school.

[1] Joseph Roemer, Charles Forrest Allen, and Dorothy Atwood Yarnell, *Basic Student Activities*, Chaps. VIII, XI, Silver, Burdett & Company, 1935.

[2] *Ibid.*, p. 311.

Commencements. Mentioned usually among the foremost natural agencies for interpreting the schools to the public are the annual graduation exercises. Illustrative of the informed judgment of students of public relations are the following statements:

> Graduation exercises rank third after school exhibits and city newspapers in the frequency with which they are employed as publicity media. Sixty-three per cent of the principals make commencement a special period for school interpretation.[1]

> Graduation and promotion exercises offer about the best opportunities there are for educating the community in what the school is really attempting to do. When a community attends a football game it thinks in terms of athletics; when it attends a play it thinks in terms of dramatics; when it attends a concert it thinks in terms of music; but when it attends a graduation or promotion exercise it thinks in terms of education and this is about the only time during the year when its attention is centered on its educational system and its educational profits.[2]

> The commencement is an occasion which is celebrated in all high schools and colleges. It offers an outstanding opportunity to set forth the work of the schools for the appraisal of the public.[3]

> The graduation programs provide an excellent opportunity to show what the schools have been doing, to demonstrate actual school work, and to emphasize the value of the school to the community.[4]

If it is one of the best, it is also one of the most neglected of interpretative agencies. The average commencement exercises in the smaller communities have an invocation, a few numbers by pupils, including often a song or two by the girls' glee club, a salutatory and a valedictory address (usually four or five minutes long and painfully platitudinous in nature), a saxophone (or violin or cello) solo, the

[1] BELMONT FARLEY, Educational Interpretation for the Secondary School, *National Education Association Proceedings*, 1932, p. 497.

[2] MCKOWN, *op. cit.*, p. 81.

[3] J. E. MORGAN, Interpretation of Education, *National Education Association Journal*, Vol. 22 (October, 1933), p. 191.

[4] Teacher and Public, *Eighth Yearbook* (February, 1934), Department of Classroom Teachers, National Education Association, p. 177.

address of the evening (a pastor or professor who speaks on an inspirational theme, such as "Pushing Out Horizons" or "Know Thyself"), a few words by the principal about the class (sometimes about the school), and presentation of the diplomas. The pattern will be readily recognized by a legion of commencement speakers and superintendents who look through the files of the past few years to get suggestions for this year's exercises.

Instead of such traditional exercises, a new type of student-planned and educationally significant program is finding acceptance. The unified theme is one of the best ways of assuring that the talks will not be scattered and ineffectual. Interpretations of education, as members of the graduating class see it, are much more significant locally than the gusty conventionalisms of imported speakers. Everyone is thinking in terms of education. What better time can be found to bring all batteries of argument and fact and examples to bear on a receptive public? The graduating class are the logical bearers of the message. It is a serious occasion for them. They talk of its services, its problems, and its needs with much more conviction than if they deliver a half-understood valedictory address about "pushing out to sea," into which a quotation has been wedged every page or so.

The newer, more desirable type of program, moreover, should stress originality and informality. It should not be the hurried work of the last few days, but should have the attention of the graduating class and advisers throughout the year. The theme should be one that is felt to be pertinent and compelling to the graduating class and the community. There should be no preaching to the students. Instead, concrete and specific treatment of issues should carry moral or mental conviction.

It is an appropriate time for distinguished alumni to pay tribute to the school, for the school to honor such alumni while it is honoring its graduating class. During the week of commencement, students and teachers may

plan a series of programs, exhibits, and demonstrations to explain the work of the school. The inclination is growing to include a much larger number of students in the program and to hold it out of doors so that the whole community may attend. Pageants, plays, and other means may be used successfully to put educational issues before the public.

Homecoming and Alumni. Growing in popularity of recent years have been homecoming festivities for alumni. They are usually associated with important athletic events and include a number of banquets, receptions, and other reunions. The idea no doubt had its origin and model in the college homecoming. It is not likely, however, that public high schools will ever see their homecomings as successful as those of the colleges, but where they have been carefully planned they have had markedly favorable results in quickening interest of alumni in the progress of the school. Reunions and conversations with favorite teachers; observation of the skill, courtesy, and assurance of students in directing events, acting as guides, and presiding at meetings; conducted trips through the school plant; and exchanging memories with other graduates serve to replenish interest in the school.

Organizations.

Besides the regular extracurricular activities of the school, there are in all schools a number of clubs and societies with widely varying objectives and extent of activity. Many of them are highly useful in the program of school interpretation. For convenience they are classified roughly according to purpose and are discussed under seven heads—honorary, service, character, study, avocational, civic, and athletic.

Honorary. Chief among the honor societies of the public schools are those featuring scholarship and requiring evidence of such virtues as leadership, character, and school service. Parents no doubt share in the pride of their chil-

dren at being elected to such highly selected groups. Often the local society is affiliated with the national honorary organization, thereby intensifying the efforts of pupils to win election. The ideals are high and the stimulus, especially among the abler students, is unquestionably great. By motivating school work and rewarding high accomplishment in other matters the school holds important, the organization can exert a powerful influence in school morale and indirectly on the supporting public. Quill and Scroll, the international honor society for high-school journalists, has unquestionably done much in schools of all sizes to raise the level of school journalism.

Service. Service clubs are of many sorts. The average citizen would be astonished to know how much the better schools are doing to stimulate among students the desire to serve unselfishly. Such service may be to the school generally in such activities as the policing of corridors, collecting of attendance slips, and serving as guides, or it may be to younger pupils, the school library, or school grounds. Booster clubs are fairly general. They devote their activities to promoting loyalty and spirit in the school. Often they go to great pains to prepare posters or display signs to advertise the school. Sometimes they work on stimulating attendance at school affairs. One school has a publicity club. It serves impartially all activities of the school which need or desire publicity. Sometimes clubs are formed to promote safety or to assist in Red Cross work. The ends, indeed, are many. A few excerpts from handbooks will illustrate the diversity and suggest the values to a school.

Service Club

Sponsor:
Purpose:
Eligibility:
Activities: The club consists of three groups of helpers; the hall monitors, the office monitors, and the ushers for assembly programs. The office-monitor group consists of both boys and girls, while the other

two groups are open to boys only. Pupils serve in their respective capacities during their study periods.

Dues:[1]

Girls' Club

The purpose of this organization is to promote friendship and develop leadership as well as serve the school. It sponsors candy sales, mixers at Hallowe'en and Valentine's Day, distributes baskets at Thanksgiving and Christmas, takes care of new girls, conducts the Memorial Day assembly, gives out birthday and sick cards, holds classes for children at the Community House, and decorates the school.[2]

Speakers' Bureau

The purpose of Speakers' Bureau is to give its members experience in public speaking and keep the students informed as to school activities. Meetings are held Friday morning and announcements made in roll first period on Monday.[3]

Musketeers

During the past six years, the Musketeers club, which is composed of only "A" and "B" senior boys, has succeeded in living up to its purpose, which is "to promote a spirit of cooperation between the faculty and the students and to be of service to the school." In fulfilling this purpose they have supplied ushers for class plays, follies, commencements, and other occasions. They have also taken care of the boys' side of the lunchroom and supplied library assistants.[4]

Thrift Club

Though just two years old, Thrift Club has taken its place as one of the most progressive and active clubs of the school. With the idea of promoting the habit of purposeful saving in high school, the club has sponsored cashier meetings and auditorium speakers.[5]

The existence in the school of such clubs, serving the common good quietly and continuously, cannot but give parents and others who hear of them and their work favor-

[1] Handbook of West High School, Denver, Colo., p. 41, n.d.

[2] The Torch, Stadium High School, Tacoma, Wash., p. 21, 1935

[3] *Ibid.*, p. 23.

[4] South High Pilot, 1930–1931, South High School, Minneapolis, Minn., p. 29, n.d.

[5] *Ibid.*, p. 35.

able impressions of the steps taken by the school to inculcate in impressible youth the ideals and habits that will make them better able to serve their community.

Character. Of somewhat comparable value are the clubs that have as their purpose the development of character. Most of them are related to organizations outside the school and accordingly make direct appeals to the large groups who believe heartily in the organizations. The Y.M.C.A. and the Y.W.C.A. have junior groups in most high schools. These groups are known variously as Hi-Y, Girl Reserves, Silver Triangle, Blue Triangle, etc., and usually recruit a large number of students. Besides the junior groups emphasizing the spiritual life of students, there are in most schools, clubs associated in name or purpose with the Boy Scouts, Girl Scouts, Camp Fire Girls, and similar character and usefulness groups. The measure of their popularity in a school is taken by many communities as a just criterion of the extent to which the school is emphasizing that type of education. When the most active students in school are counted in their memberships their sphere of influence in school and home must necessarily be widened. Sometimes, as in several clubs of the writer's knowledge, the membership is limited to students who are outstanding in some extracurricular activity. One such club (of boys) devotes itself clearly to the promotion of clean speech, clean thoughts, and clean athletics.

Civic. Civic clubs are among the school groups making direct and valuable contacts with the public. Here is such a club.

Civic Club

The Civic Club endeavors to promote a more intelligent and active interest in current, civic, and school affairs. Students and guest speakers present to the members entertaining programs and instructive talks on topics of the day. The club cooperates in all such school activities as are concerned with the betterment of the campus or school and is always active in the Christmas work; in addition to a certain number of hours of actual labor, the club also gives a contribution each

year to the fund collected by the student body for the purpose of helping needy families at Christmas time.[1]

Not only do such clubs import prominent local men to speak before their memberships, but they also provide speakers for assemblies and prepare other types of programs to illustrate civic virtues or to present civic problems. Among the more important problems which such groups may study and publicize are those relating to education. Similar organizations which have a broadening influence on pupil points of view are world-service, international-relations, and peace clubs. Civic clubs of all sorts have a common ground with groups in the community with which they may work. Of distinct value in development of future community attitudes toward education are the civic understandings and interests developed in the school clubs.

Study. Perhaps the largest number of clubs are those devoted to the furtherance of some study pursued in the classroom. The number of such clubs in the schools of America is legion. They include virtually all the modern languages, and Latin, Greek, and Hebrew, all the main content fields of the curriculum, and a great many specialties. Inasmuch as activity in such clubs presupposes keen interest in the subject, it is logical that members will carry their enthusiasm into the community as well.

These clubs also import speakers, write and produce plays in the language of their special study, conduct experiments in science, and sponsor art exhibits. Like the other clubs, they have numerous outside relationships. One club in industrial arts made an electric display board showing consecutively the various services of the school. Home-economics clubs prepare exhibits and encourage among younger girls homemaking activities.

Avocational. In the education for leisure no activity of the school is more important than the fostering of avocational or hobby clubs. The nature of the clubs to be found

[1] Crimson and White (Handbook), 1936–1938, Hollywood High School, Hollywood, Calif., p. 39.

in a given school will depend upon community interests, the special abilities of teachers, and available means. Among the most popular are clubs devoted to radio, amateur photography, stagecraft, marksmanship, and aviation. Arts and crafts clubs are common and invoke a good deal of community interest through their handiwork. Chess and checker clubs have friendly relations with community clubs devoted to the same interest. In junior high school and to some extent in the upper school, coin- and stamp-collecting groups are active. Some of the clubs can be extremely useful to the interpretation in specific ways. Most of them can aid materially in the preparation of exhibits and in stimulating interest in leisure-time activities. Also most of them can prepare highly interesting and instructive assembly programs. Other clubs may serve in special ways. The camera club may set itself the project of developing a pictorial representation of the school, or it may furnish pictures for feature stories of all sorts. The radio club may construct public-address systems for school affairs. Pen Pointers and other literary groups may write school songs or codes or help to prepare scripts for assembly playlets. Stagecraft clubs may assist (and usually do) in preparing the scenes and lighting for all programs that require setting. And so on through the roster of avocational clubs. Most of them are happiest when turning their talents to school account, and they, in turn, stimulate increased community interest.

Athletic. Somewhat fewer in number are the clubs nurtured by athletic interests. Chief among them are the letter clubs which usually have for their avowed purpose the fostering of good sportsmanship, fair play, and clean living. The Girls' Athletic Association and its subsidiaries are alike useful in developing wholesome attitudes toward athletics and wider interest in athletics. Both groups, when stimulated by wise faculty guidance, may win public attention and approval by conferring awards for individual or group sportsmanship, or for excellence in an individual

sport, or for comparable achievements. The G.A.A. may make an entire high school posture-conscious by having a posture week or month and awarding a prize to the girl who has made the greatest gain in posture during that time. Posters should appear from day to day stimulating girls to correct bad posture and awkward carriage.

Such clubs are also useful in encouraging wider participation in sports. They may arrange for tennis tournaments, start hiking clubs, and aid in community drives for swimming pools or skating rinks, raise money for equipment for minor sports such as deck tennis, badminton, handball, and squash racket. They can arrange for public exhibitions of archery to help popularize a picturesque and graceful sport, or they can plan water carnivals to exhibit their best swimmers and divers and to give demonstrations of design building with girl swimmers and of lifesaving in its several phases.

Some Principles.

In conclusion it may be well to draw from the discussion several principles looking toward extracurricular activities with high educational and interpretative values, and toward community education in those activities and values.

1. Activities should be designed to educate pupils rather than to publicize the school.
2. Emphasis in sports should be upon value more than upon winning.
3. Good school interpretation can come only through sound activities well administered.
4. No activity should have more emphasis than its value to all the students justifies.
5. Pupils should elect activities on the basis of interest and need.
6. Pupils should be given as much responsibility as possible in an activity program.
7. Provision should be made for preventing excessive participation in activities.

8. All available means should be used for educating the public in aims and methods of activities.

9. Activities of established educational value that have wide public appeal should be promoted.

10. Active relationship should be provided for between pupils and community, as much as possible, in furtherance of activities.

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CHAPTER XII

EXHIBITS, DEMONSTRATIONS, AND BUILDINGS

Exhibits of School Work.

The possibility of interpreting the school to the public by placing on exhibit the work of the pupils occurs to most school executives. Farley[1] found, indeed, that the school exhibit leads in frequency as a medium of interpretation, with 79 per cent of the schools employing it. Psychologically sound reasons underlie the popularity of exhibits. People of all ages like to see the concrete products of their skill or art. Even more, they like others to see it and admire it. If the principle is true with adults, it is doubly true with schoolchildren. At no age is glory more important. Rob wants his parents to see the model of the passenger plane he has made, and he wants all the other students and their parents to see it. To that end he will be an ardent publicity man for the school exhibit at which his pride is showing. Parents, not strangely, take unto themselves the achievements of their children. If Rob's plane is skillfully fashioned—and parental eyes will not be too critical—his parents will urge their neighbors to go to see the exhibit.

It is not strange, then, that exhibits are popular. Their inherent effectiveness makes it the more imperative that school executives, and whoever shares the responsibility for planning exhibits, should make detailed studies of their use in other schools. Too often they are hastily thrown together, presented without any trace of a theme, and with

[1] BELMONT FARLEY, Educational Interpretation for the Secondary School, *National Education Association Proceedings*, 1932, pp. 496–498.

little or no explanation. Obviously, like any other school activity, the exhibit can speak of administrator and teacher incompetence or indifference and pupil carelessness as eloquently as it can speak of their competence, interest, and care.

Exhibits in the School. Exhibits may be of many sorts and on all scales. Some departments or grades may have monthly or even weekly exhibits in the rooms where their activities are conducted. Student clubs may plan periodic shows to feature hobbies. A particular group project, such as the "House That Jack Built," an Indian village, or a miniature farm may be the occasion for inviting parents to come to visit. Modern teaching in the elementary school provides countless opportunities for exhibits. Throughout school years work in such fields as industrial arts, home economics, English, art, science, and commercial courses lend themselves particularly well to the planning and making of exhibits. Showcases in key locations are frequently used for constant display of the best products of pupil activity. The items carefully labeled and explained may be anything from original ballads to handmade tools or a perfect cecropia moth, the most recent addition to a prize collection. Or showcases may be shared by all departments in rotation.

Sometimes space in the principal's office may be used effectively for prize exhibits. Many people come to the school office. Sometimes a reporter, waiting for an audience, finds a good news story in one of the articles displayed or in the exhibit itself. The industrial-arts department may often be utilized to plan motives for incidental exhibits or to build special bulletin boards or display cases. Bulletin boards are excellent for exhibiting the best work in art or creative writing. Displays should be changed often and always neatly labeled.

Though the interpretative value of such smaller exhibits as have just been described should not be minimized, every school should plan at least one whole-school exhibit each

year. It may be held in connection with visiting day, or as part of American Education Week, or on the occasion of a convention. One in the fall during American Education Week and one in the spring to display some of the products of the year's instruction would be very effectual in keeping public attention on the schools.

All-school exhibits will require the use of a gymnasium or auditorium or other large room. A theme should be followed in laying out the exhibits. Days or even weeks should be spent planning the arrangements and making the background as attractive as possible. Demonstrations might well accompany some of the exhibits. Placards explaining how things are made or listing materials and costs are effective. Curiosity always stimulates people to read such "signs."

Sometimes exhibits are prepared in each room and guides escort the visitors through. Typical of elementary schools, this arrangement makes even better planning possible. Here is an account by a reporter[1] of what she saw and heard on exhibit day. Note that there appeared to be complete explanation of everything exhibited.

> In the 2A room where transportation is being studied you can find pictures of everything from stagecoaches to streamline trains. Extraordinarily fine easel paintings of the different modes of travel illustrate the large reading chart, around which the project is based.
>
> The assembly room has been given over to an art exhibit with illustrations of Japan, Indians, and Mediterranean countries holding the center of attention.
>
> **Daily Dog House Visitors**
>
> Don't get in and out of the 1A and 2B rooms without learning the story behind their study of dog

[1] ADELINE TAYLOR, in Cedar Rapids *Gazette*, Cedar Rapids, Iowa, May 9, 1936.

families. They have written original poems and riddles, made up stories, painted easel illustrations, and learned much interesting information about the kinds of dogs in different families. Their interest centered around wire-haired terriers when they went to visit a family of them, including four puppies, at the home of a classmate. Greatest thrill of this thrilling adventure was being invited to select names for the babies, which they did by writing four names on four slips of paper, putting one in each corner of the room and deciding that the first pup to go to a corner had indicated his preference in the matter.

The building activity consisted of constructing a dog house in one corner of the room, which has had at least two visitors daily in addition to the polka-dot pup that keeps permanent residence.

Costume Plates Line Halls

Lining the halls upstairs are costume plates, painted in gay colors on a black background, each figure shown in a different posture and faces blacked out so that interest of both painter and observer is centered on the details of figure and dress.

Communication has been studied in the third grade, with booklets made concerning the different kinds. First graders have been having grand fun with their cafeteria built as a health project. The synthetic food, all made by the children, is displayed in cellophane covered cases behind the counter with its rail for the youngsters to move their trays along on. There are tiny tables all set and equipped with tiny lamps too. Geraniums

hang in the windows. Every detail is complete, even to the price posters. Wide Awake Health Cafeteria is the name of the food shop.

Out-of-school Exhibits. Many of the most effective exhibits are shown outside the school. Some of them are so attractive and unusual that they are commented upon by the press. A show window in Orange, N. J., won recognition even beyond the local press. The *Outlook*[1] applauded editorially.

Superintendent of Schools Patrick, of Orange, New Jersey, has devised a means, not only for letting his townsfolk know what the children are doing in school, but also for giving the children themselves a much greater interest in their own work. A few feet from a busy corner of his town's busiest street he has constructed a kind of display window, modeled somewhat after a Greek temple, and there, week by week, are exhibited all kinds of school work, from all classes and from different schools. One week there may be seen the work of a high-school class in domestic science. The next week there may be shown the handicraft of some second-grade boys. There may be examples of seventh-grade penmanship, high-school-senior mechanical drawing, and so on.

As can well be imagined, that little "Greek Temple," as some call it, is rarely without its interested observers, not only during the day, but in the evening, when it is brightly lighted up. So it is that not only are more and more folk in Orange made acquainted with the work being done in the schools, but the children themselves, by seeing their own work and that of others of their age as well, are stimulated to do their best.

This excellent idea deserves a wide application.

The show window is one of the most popular of out-of-school exhibit places, but other places are frequently used. Public libraries, corners in department stores, hotel and bank lobbies are among locations utilized. Sometimes all the schools of a city may combine and arrange an exhibit in a municipal auditorium or other large public place. Serv-

[1] *Outlook*, Vol. 143 (June 23, 1926), p. 272.

ice clubs, women's clubs, veterans' organizations, and churches might be asked to cooperate in giving the event publicity and in making necessary arrangements. Such an exhibit may well be a part of an American Education Week program.

Sometimes special attention can be attracted to it, as was done in San Diego, by having it sponsored by the Parent-Teacher Associations and given special signification. The San Diego exhibit was called the "Children's Fair."[1] It exhibited not only the school work of children but also their home creative work. No articles made at school were accepted. The exhibits included woodwork, needlework, cookery, arts and crafts, fine arts, collections, garden products, inventions, manuscripts, and miscellaneous. The special purpose was to show what pupils can do with their leisure time. Even teachers were purported to have learned much about the interests of children.

One superintendent used a vacant store to exhibit the work of pupils in drawing, painting, the crafts, and sewing. Every child had something on display. According to the superintendent the children were enthusiastic, and the parents liked to see the work of their own children even more than that of a few stars.[2]

An auto show was made the scene of a very attractive exhibit of home-economics work.[3] County fairs afford excellent settings for school exhibits. Fair officials often urge schools in vain to send in their exhibits. A few days of work by the boys of the industrial-arts department and the girls in art and home economics, with articles for exhibition from all departments, should yield a display compelling enough to catch the attention of any visitor to the educa-

[1] For full details see "A Children's Fair" by Adele Outcalt in *The Principal and His Community*, Eleventh Yearbook, National Education Association, Washington, D. C., pp. 386–388.

[2] R. C. Clark, A Publicity Campaign, *American School Board Journal*, Vol. 64 (April, 1922), pp. 68, 70, 73.

[3] N. E. Wilkins, High School Department Shows Its Work, *Journal of Home Economics*, Vol. 25 (August, 1933), pp. 577–579.

tional bazaar. Educational conventions and state fairs also provide opportunities for displaying school work.

Making the Exhibit Effective. A few fundamental considerations on the preparation of school exhibits should be observed. Briefly stated they are

1. The entire exhibit should be in harmony with a central theme or purpose.
2. The exhibit should be artistic.
3. A few well-selected articles carefully arranged are more striking than a great many placed without definite plan.
4. Educational values of work should be stressed more than the actual handicraft.
5. Simplicity and clarity in theme and explanation are vital.
6. The exhibit should be designed to appeal to the public rather than to teachers or pupils: it should establish confidence in the schools.
7. The laws of attention should govern in selection and arrangement of materials. Color and light, particularly, should be used effectively.

From the point of view of values it is important that (1) students should have an active part in planning the exhibit, (2) in all-school exhibits there should be work by every child, and (3) when possible, demonstrations should accompany the exhibit.

Portable Exhibits for School Interpretation.

Not frequently used but of undeniable value in a school interpretation program are portable exhibits of several kinds. A teacher, the president of the P.T.A., or a member of the school board is invited to speak on an educational subject at a public gathering. He casts about for a suitable subject. Here is an excellent opportunity for the school to serve the individual, the public, and itself. Under the supervision of the Director of Interpretation, charts, graphs, slides, and other portable materials should

be prepared. These could be arranged for the convenience of speakers on school themes. One group, for example, might relate to school costs. Significant facts could be presented through graphs large enough to be seen by average audiences and attached to rollers for handy use. Suggestions for the use of the graphs might accompany them. There could be representations of who pays the school dollar, how it is spent, its relation to the tax dollar, comparisons of salaries and other costs with those of comparable cities—anything, in short, that would help a speaker to entertain and instruct his audience.

Similar portable exhibits could be prepared for talks on the health service; physical education; the library; vocational education; modern instructional methods; ventilation, sanitation, lighting, and heating; cafeterias and lunchrooms; guidance; special departments. Many other possible talks with appropriate visual aids will occur to the enterprising Director of Interpretation. He will find slides valuable and will have a good but not-too-heavy projector to be taken when slides can be used. In the library of portable exhibits, he will have films, records, and models. He will have enlarged copies of records and reports. He will collect some of the best art work and creative writing. He will consider anything that can conveniently be transported and used effectively in a talk on the public school.

Frequently men and women in public positions find such subjects as Parenthood, Education and the Community, Educational Costs and Values, and Opportunities of Modern Youth suitable for addresses on many occasions. If it were known among the important community groups —and such information can easily be disseminated—that the school had materials to illustrate a number of excellent talks on those very subjects, speakers would surely avail themselves of the offer. There would be no need for propaganda. The truth, simply, graphically told would do much. The collections could be revised and built up from

year to year. Members of the staff should know what exhibits were available and should be encouraged to use them. Figure 36 shows a type of graph that could well be enlarged for portable exhibits.

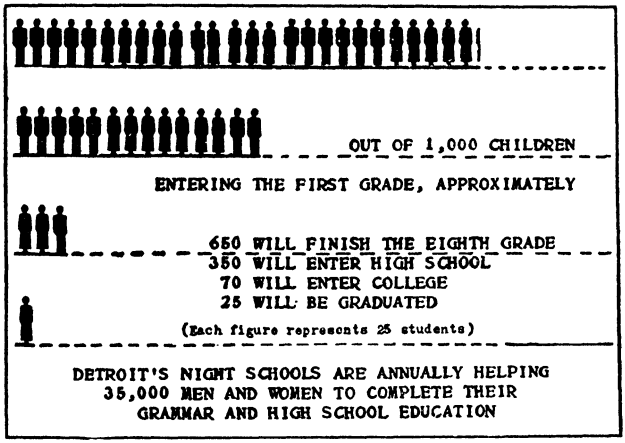


FIG. 36.—Graph suitable for enlargement as a visual aid in speeches. Type of graph that compels attention and is easily understood. From *Detroit Educational News*, Jan. 31, 1935.

Demonstrations of School Work.

A few parents in every community visit the schools occasionally. They go to classes and talk with teachers. They even call on the principal. Not so with the great majority. To them what happens to Edna and Mamie after they round the corner a block away is never very clear. They go to Garfield Junior High. It is a modern, beautiful building five blocks away. The girls seem to be having a good time. They prattle merrily about the Messenger and swimming and Blue Triangle and "points," but who can make much out of that?

It is such parents that principals want to get into the school building, that teachers want to come to their children's classes. The ordinary school regime fails to draw them. Accordingly school executives have devised other ways to show them what happens at school. Among these

ways are entertainments, usually on a stage, depicting the activities of classroom or gymnasium or library; special demonstrations, in or out of the school, in which attention is focused on a particular activity; special days or weeks during which time the school is thrown open to the public and all aspects of school life are enacted or explained; depicting of schoolroom activity over the radio; and moving pictures of typical school scenes shown to organizations in the community or at school.

Demonstrations as Entertainment. One of the earliest and most effective ways of acquainting the public with what pupils were doing was to give an entertainment and invite the parents. It was true, of course, that football games, operettas, and the like, to which admission was charged, demonstrated school activities. That was all right, educators thought, but school was much more than that. They were more concerned with showing the processes and the results of educational activities which are not before the public but which are vital to the development of pupils and need public understanding and support.

The entertainments take many forms. One idea, however, has been uppermost, that of representing as vividly as possible the work of the pupils. It may be an evening entertainment interspersing demonstrations of physical education, commercial work, the project method of teaching, and the health service, with selections by the music department. Or it may be a program of playlets, each written and acted by pupils to demonstrate the seven cardinal objectives of education. One school plans for weeks in advance a program in which twenty minutes each is given to representing playgrounds (dances, stunts, drills), music (vocal, instrumental), library (dramatizing familiar story), primary grades (Tom Thumb Wedding, Coming of the Buds, or similar playlets), and special departments (exhibiting work—toys, furniture, posters, etc.).[1]

[1] RUFUS DUVALL, Some Outcomes of Public Events, in *The Principal and His Community*, p. 391.

Programs of this sort may be given before mothers' clubs or at Parent-Teacher Association meetings. Some departments, notably music and physical education, lend themselves better than others to such presentations. Physical-education demonstrations may be used as interludes in regular programs. Tumbling, folk dances, pyramids, tap dancing are invariably appealing to the public if done with any distinction. An excellent type of program,



FIG. 37.—Demonstrating modern school activity. This picture suggests to the public what the school is attempting in vitalized learning. The photograph was taken at the Marr elementary school, Detroit, Mich. (*Reprinted by courtesy of the Detroit Board of Education.*)

particularly for the grades, is a mixed music and physical-education program. Folk dances of nationalities represented in the community are among the most appealing numbers. Every major activity of the school can be and has been depicted in these programs. Though they have had most generous use in elementary and junior high schools, they can be used effectively throughout the public schools.

Special Demonstrations. Allied to the entertainment method of demonstrating activities is the special demonstration. Sometimes it is held in the school, sometimes before local clubs, sometimes before conventions, sometimes even in show windows in stores. It is good interpretative policy to have units of the school prepared to demonstrate school service or classroom work at any opportunity. The writer recalls vividly a demonstration of socialized recitation given at a parent-teacher meeting. Twenty-six high-school seniors participated and appeared to enjoy themselves hugely.

Whenever the public can be brought to school or whenever the school can be taken to the public, the demonstration is useful. One of the most unique experiments so far reported was tried with distinct success in Fresno, Calif. Two entire classrooms, one for upper grades and one for lower, with all equipment, were placed next to the windows in a large building downtown. These very public classrooms operated for a week, with classes meeting in them on alternate half days. Citizens stopped in on the way by and stayed to listen to the classes and to look at the school exhibits. A band played in the afternoon, tea was served by members of the Parent-Teachers Association, and motion pictures of schoolchildren at work were shown.[1]

Across the continent in Schenectady, N. Y., a member of the editorial staff of *School Executives Magazine* came on a similar demonstration. An editorial expressed some of his enthusiasm. It follows, in part:

> Moreover, a class of primary children was actively in session at certain hours of the day in one large show window. The regular work of the class was carried on, and thousands of people crowded around the window, intensely absorbed in watching a new type of school, which to some of them must have been strangely different from the schools they had attended. In other windows illuminated pictures of various classes and activities of the schools were shown by the use of a Balopticon. Beneath the pictures legends appeared which briefly explained the

[1] Teacher and Public, *Eighth Yearbook*, p. 169, Department of Classroom Teachers, National Education Association, February, 1934.

activities and made clear in surprising fashion the principles that underlie modern education. There were striking evidences that all classes of people caught the educational and social significance of the methods of the modern school.[1]

Another superintendent found it profitable to give demonstrations on seven evenings in different parts of the city before an average of 1,100 persons at each performance.[2] Demonstrations may have the object of revealing to parents and others the results of education. A Christmas tea for mothers has been used to display hostess abilities of girls in home-economics courses. Other abilities may be demonstrated, even in the most academic of subjects. Miles tells of what must have been a revealing demonstration—to all concerned.

As a climax to the interesting revelations of the evening a spelling match was staged between the best spellers of the elementary grades and a group of representative businessmen. These men had not been forewarned, but had pledged themselves to carry out whatever they were called upon to do during the evening's entertainment. When the men were all spelled down, seventeen of the twenty-four pupils matched against them still remained standing.[3]

Open House.

In recent years schools have come to realize the interpretative possibilities in what is called "Open House." The schools are opened to the public for a night, a day, or even a week. For days in advance every possible medium for arousing popular interest is utilized. Careful preparations are made in the school. The cooperation of Parent-Teacher Association and local organizations is sought. Originally open house was for an afternoon or an evening. Sometimes it was called "visiting day." At first very little preparation was made. Later, as more parents came, plans

[1] Giving Publicity to Education (editorial), *School Executives Magazine*, Vol. 48 (February, 1929), p. 264.

[2] W. K. STREET, Interpreting the Health and Physical Program to the Public, *Journal of Health and Physical Education*, Vol. 4 (May, 1933), p. 36.

[3] L. E. MILES, Schools Must Convince the People of Their Practical Value, *Nation's Schools*, Vol. 12 (October, 1933), p. 20.

became more elaborate. The evening became a full day; and now, under the influence of the National Education Association, the day is a week.

Visiting Day. As first conducted, visiting day was an ordinary school day with little departure from routine. One day each month or even one day each week, usually Friday, would be called visiting day and children would ask their parents to come. That is, if children remembered to ask them. No special means was taken to get the parents to school. If they came, as they usually did, fairly late in the afternoon, they would hear the children recite, or sing songs, or they might see a playlet.

Little by little, visiting day became more pretentious. Some conceived the idea that more parents would attend if it were held at night. The Parent-Teacher Association cooperated. A barrage of publicity covered the community. As parents came in growing numbers, the affair grew more diverse. They were escorted through the school plant; they looked at exhibits of school work; they watched special demonstrations in science and home economics and commerce; they attended classes that moved briskly and kept them on the alert; sometimes they even went to classes instead of their children; and they went home talking with one another about the developments in the school.[1]

Special Weeks. Still ideas were refined. More services of the school needed explaining. Committees on Invitations, Information, Ushering, Publicity, Refreshments, Assembly, etc., were needed. One night, even one day, was not enough. Executives welcomed American Education Week. A few already had their special weeks. Some of them celebrated American Education Week with the rest of the nation and continued their own spring exposition of the schools. Today no Director of Interpretation need suffer a dearth of ideas for his education week. Besides the bountiful hints sent upon request by the National Edu-

[1] For a typical well-planned open-school night see A. J. Huggett, Small Town Executive, *School Executive*, Vol. 55 (March, 1936), p. 278.

cation Association, suggestions are made in numerous articles reporting the activities of specific schools. All possible variations are practiced, special days or nights, two-day periods for celebration and explanation, three-day, four-day, and whole-week programs. Every kind of interpretation is used to supplement the activities in the school. Community clubs cooperate; the radio is utilized; the press carries something about the schools every day; speakers and writers and photographers are active; special bulletins, stickers, cards, and invitations are issued. The public becomes definitely school-minded and large crowds attend the programs in the schools.

Here is a week's program for one elementary school in Port Arthur, Tex.[1]

BENJAMIN FRANKLIN WEEK

Franklin School — Port Arthur, Texas

Program for the Week

Monday:
8:30 A.M.–4:15 P.M.
Homeroom Visitation Day
Kindergarten—Webster Building
Primary grades—First floor, Franklin Building
Intermediate grades—Second floor, Franklin Building
Tuesday:
8:30 A.M.–4:15 P.M.
Visitation of Special Departments
Physical education—Nurse's office
Boys' gymnasium
Girls' gymnasium
Swimming pool
Playground
Shops—Industrial arts
Forge
Foods classes
Clothing classes
Homemaking classes
Library
Art
Music
Wednesday:
7:00 P.M.–9:30 P.M.

[1] ARVIN N. DONNER, A Week for Visits from Parents, in *The Principal and His Community*, p. 376.

Open House Night
Homeroom exhibits
Shop display
Home-economics display
Art exhibit
7:00 P.M.–7:30 P.M.
Girls' swimming exhibit for mothers—pool
8:00 P.M.–8:30 P.M.
Physical education exhibit (boys and girls)—auditorium
8:30 P.M.–9:00 P.M.
Boys' swimming exhibit for fathers—pool
Thursday:
Faculty Night
Banquet; toast program, "A Trip around the World."
Friday:
8:00 P.M.
Auditorium Night
Play by Dramatics Department: "A Basket of Wishes."

Infinite variation attends the programs in individual schools and in communities. There are Mothers' Days and Dads' Days, Rotary Days and Veterans' Days, Primary Days and High-school Days, Health Days and Activities Days. There is somewhat more standardization of procedures during American Education Week than when the week is scheduled at another time during the school year. But even during American Education Week local variations are numerous and suggestive. School men, everywhere, appear agreed, however, on the fundamental principle that no better opportunity is afforded for winning the understanding and enthusiastic support of the public for the school program. They are also agreed (1) that plans and publicity should begin early; (2) that clear and comprehensive explanation should attend every step, every process, every exhibit; and (3) that not only all teachers and students, but as many of the organized groups of the community as possible should take active part in advancing the program of activities.

Special themes for the week have been found to stimulate greater interest. One superintendent worked out a four-year program, devoting the week of the successive years, as

follows: first year, health and physical education; second year, the fundamentals as they are taught in elementary schools; third year, the junior- and senior-high-school programs; fourth year, a purely cultural program showing accomplishments in art, music, and the like. Excerpts from the description of the activities of the first year will be suggestive.

Since good health and physical well-being are of paramount importance if the child is to make satisfactory progress along the schoolroom way, the purpose of the first program was to show how public schools guard the health interests of children. Numbers of typical schoolroom scenes were enacted. Elementary children were shown taking their daily physical exercises. One of the pupils was in charge of the drills. She scrutinized the posture of each member of her class, pointed out the posture defect, and gave an exercise to correct that defect. The little flat-footed boy was set to rising up and down on his toes, the girl with drooping shoulders began vigorous calisthenics, the one with a protruding abdomen was given another type of exercise, and so on. Then a girl with perfect posture was brought to the front, and an explanation given of just what perfect posture means.

Another scene showed Mrs. Dorothea K. Stewart, health supervisor, testing the hearing of a group of children by means of an instrument designed for determining the degree of impairment in hearing. . . .

A very different scene was a health play put on by third-grade pupils. A band of bad bold pirates reeled on to the stage. They were suffering from scurvy, and fell dying on the "island" while their exhausted captain tried vainly to resuscitate them. Then came the Good Health Fairies of the land—Cabbage, Spinach, Tomatoes, Milk, Fruits—all the healthful foods, to minister to the expiring pirates. Each food fairy told what health-giving vitamins she contained, and pointed the way to Good Health Land. When the pirates had eaten the healthful foods they became well and strong again.[1]

Many devices are used for getting people acquainted with the facilities and service of the school. Luncheon clubs hold their luncheons in the schools during education week and are entertained by educational programs; all community organizations are urged to dedicate their week's activity to the schools. One elementary-school principal asked the teachers to make friendly calls at the homes of

[1] MILES, *op. cit.*, p. 18.

their pupils the week before American Education Week and tell the parents about the activities planned. The result was inspiring.[1]

Radio.

Usually as a part of the program for special weeks, but sometimes as a regular channel of interpretation, radio demonstrations are employed. Programs, of course, must be prefaced by brief but adequate explanations, and the actual school activity presented must be prepared especially for radio. If the average citizen is taught to expect a program on a given hour and knows that the program will be brisk, clear, and instructive, he will listen to it and recommend it to his friends. Radio stations show their appreciation of the role of the school in modern civilization by providing free time whenever possible to the schools, providing the programs are maintained at a level of quality that the individual station requires.

The radio, to be sure, is used for educational interpretation in forms other than demonstration of real school experience. Such customary approaches as talks, interrogatories or interviews, and open-forum discussions have not, however, the dramatic appeal that the demonstration has. A notable experiment in this type of broadcasting has been conducted with unique success by the schools of Rockford, Ill. Personal and local interest was stimulated by using more than 1,000 different pupils and teachers in the course of the 32 broadcasts of the school year. In recognition of the fact that the attention span of the radio audience is short, the programs were organized into parts of from five to ten minutes in length, with music by school groups furnishing the interludes.

The nature of the broadcasts may be best realized by reproducing part of one as it is recounted by Griffiths.

[1] HARRY HULLER, American Education Week in Dearborn, *Journal of the National Education Association*, Vol. 20 (October, 1931), pp. 267–268.

"This afternoon, we are to visit the first-grade room of Ellis School. Imagine that you have just stepped into the room. You see before you thirty six-year-old boys and girls busy with their work. They have almost completed their singing lesson for the afternoon. We hear them as they sing their last two songs, 'Little Boy Blue' and 'Bobby Shafto.' "

When the songs are completed, the announcer continues:

"And now while the boys and girls are preparing for their reading lesson, we want to tell you something about them and the work they are doing in reading. We must remember that this group of 1B children has been in school only nine weeks. They have already acquired a reading vocabulary of more than one hundred sight words with which they are able to read many interesting stories.

"In the development of this vocabulary, understanding has been particularly stressed. By attaching meanings to the words, the vocabulary has been easily acquired and retained.

"The aim has been to develop fluency in reading on the part of the pupil through meaningful use of this vocabulary. The basic reading has been supplemented by many stories built from this vocabulary on charts and blackboards.

"The next voice you hear will be that of Miss Grace Caldwell, the teacher of first grade of Ellis School, as she begins the reading lesson."

Then follows a reading lesson which is much like the ones that are conducted daily in thousands of first-grade rooms. Yet, there is always something thrilling about the achievement of the first grade pupil in reading. The radio in this case was able to convey much of the classroom atmosphere. It is hard to imagine a listener who would not have been stirred by the enthusiasm and accomplishment of this first grade as they were heard over the radio that afternoon.[1]

Broadcasting to the fireside involves a number of technical difficulties that schools will be slow in overcoming. Moreover, as in Rockford, those who plan school radio programs must realize that radio audiences are not school audiences. They are not even the audiences that gather in school buildings for school demonstrations or entertainments. Radio audiences want entertainment; they may be listening passively in lunchroom or in bus station. Information must be popularized. There should be an element of drama or human interest. Educators would

[1] B. I. GRIFFITH, Radio Makes Community School-wise, *Nation's Schools*, Vol. 16 (October, 1935), pp. 48–52.

do well to study radio methods and requirements. The writer knows personally a teacher who was very much interested in dramatizing school experiences for radio presentation. Unfortunately for the schools she is now in full-time radio work. But every school in a community large enough for a radio outlet has at least one teacher who with a little encouragement and assistance could develop radio plays and sketches around school activities. Unquestionably the radio is rapidly gaining ground as a medium of education. A National Education Association committee in 1934 reported, in part:

> Radio. The special committee on radio reports that radio has grown enormously in the consciousness of the American educator during the past year. The wise use of radio must be studied by educators. They must take the matter seriously and be ready to expend much time and effort in improving and extending it.[1]

Amateur Moving Pictures.

Another rapidly growing means for demonstrating school activity is the amateur moving picture. A few years ago, when the conventional 35 mm. film of commercial cinema producers was all that was available, the cost of making and projecting school scenes was prohibitive. With the perfection in recent years of 16 mm. and 8 mm. cameras at prices well within the range of even the smaller schools, and the sale of film at correspondingly low cost, the production of school moving pictures has increased immensely. New possibilities in the depicting of actual school life in all its phases are opened up by the popularization of amateur movie photography.

The smaller schools will find the 8 mm. camera, which can be purchased for $25 and up, adequate. Larger schools with more resources may prefer the 16 mm. models. Film

[1] R. G. Jones and B. H. Borrow, Public Relations Agencies—Radio, National Education Association, Department of Superintendence, *Official Report*, 1934, p. 243.

for the 8 mm. cameras may be purchased for a reasonable price. A popular product, usable in most 8 mm. cameras, is sold at $2.25 for a 25-foot reversible film, or 50 feet of finished film. The prices include processing. The film comes back ready to show. With a little practice, the amateur movie maker will learn to devise and insert attractive titles and, by cutting and splicing, to build up sequences.

Projectors and screens for the 8 mm. and 16 mm. films are inexpensive and portable. A good projector for the 8 mm. film may be purchased for $40 or less. It can be carried conveniently in suitcase or special container and set up on a table or chair or convenient box. Excellent screens that roll up like curtains and are convenient to carry can be obtained at any camera store handling moving-picture supplies. The space required for projection is so little that any room that can be darkened will do for showing the pictures. Church parlors, luncheon rooms, classrooms have been used with equal success. However, large crowds demand a larger projection than is advisable for 8 mm. film. For that reason a number of showings before community groups will be better than attempting to show in a large central place for the whole community. If that is thought to be necessary, a 16 mm. camera and projector should be used. However, the writer has exhibited 8 mm. pictures with complete satisfaction to groups of 50 to 75 people.

Some sense of form and balance, of course, is necessary in the making of good moving pictures. Film will be wasted at first. But careful study of the better books and periodicals on amateur movie making and some experimentation will soon teach a person the elements of cinematography. The application of these elements to reproducing effectively the activities of the school will require more skill than might at first be supposed. Most scenes should be planned deliberately. Space, lighting, and unity of activity will demand it. However, some-

times natural "shots" may be caught and later woven into a unified theme such as "Playgrounds Teach Sportsmanship."

Though moving pictures represent with some fidelity most types of school activity, they may be used most effectively in showing what the schools are doing in health, the practical arts, library service, cafeterias and lunchrooms, and project teaching in elementary grades. Most of the activities of the primary grades may be filmed successfully. Sports of all kinds—in short, any phase of school work involving gross body movement, manipulation of objects, gestures or change of expression, or striking position—can be represented interestingly.

Natural-color film, available at somewhat greater expense, will add much to scenes in which light and color play an important part. A highly attractive sequence of color scenes might be made featuring buildings and grounds in late spring, flower gardens and lawns, children in summer colors at school entrances, playground activities—whatever a roving camera man might find to give color and meaning to a reel intending to produce impressions of beauty, activity, and happiness. Such a reel might be exhibited last in a program to draw together all activities in an especially attractive finale, rich with expressive titles and artistic in composition.

Moving pictures were found in Jersey City to produce highly desirable reactions wherever shown. The pictures depicted school activity from the kindergarten through high school and were exhibited in public places in all parts of the city. The contents of three representative reels follow:

Reel 1. Evolution of the public school; Jersey Training School; and lower grades.

Reel 2. Vocational classes for boys; upper grades of the grammar school; and classes in domestic science.

Reel 5. Lincoln High School; Dickinson High School; the high-school play; the commercial department; the library; the high-school lunchroom.[1]

[1] F. E. MATHEWSON, Taking the School to the Parents, National Education Association, *Proceedings and Addresses*, Vol. 63 (1925), pp. 801–802.

Related Devices.

Celebrations and Parades. Man is incurably responsive to pomp and ceremony. He will stand in a hot sun on a corner for hours to see a parade go by headed by a home-town negro boy who has been the star of the Olympics, or just to watch the Legionnaires and the children march by with flags. By the same token he likes celebrations with bands blaring out "Stars and Stripes Forever" and speakers waxing oratorical over the glorious history of "our beautiful city." Anniversary celebrations hold a peculiar magic. He likes to see his town or his school or his college in retrospect. Even business concerns are alert to the appeal of the anniversary theme and make resounding preparations for their fortieth or fiftieth year of business. Probably the average man learns more about a leading business concern during one week of such celebration (and its accompanying bargains) than he does through years of normal advertising.

How much more fitting that the public school celebrate anniversaries! Should not every citizen of the town take more pride in the fact that fifty years ago the first high-school class was graduated? Or that one hundred years ago the first teachers were employed to take charge of the first public school? They should and they do—if given a chance. As a matter of fact, few school executives dip into school history. Their interests extend back no further than the time of their arrival on the scene. If there are celebrations, all too frequently they commemorate the twenty-fifth or thirtieth year of service of a principal or superintendent. These tributes are right and fitting, but they do not convey the sense of rejoicing over the history and advance of a great public institution. They are not self-less, as the school must be. Any celebration of the illustrious history of a school must, of course, commemorate great names among those who have served the school wisely and faithfully and among those it has sent out into the world, but the chief theme should be the advancement of the school itself.

Such celebrations should be prepared months in advance. Newspapers, radio, special leaflets, posters, and letters should apprise the public of plans as they are made. Community organizations should be made to feel that it is their venture; much of the promotion should be in their charge. The celebration itself should be dignified and thorough. There should be parades and bands and speeches. But there should also be pageants depicting the history of the schools. The chief event in the celebration of the seventy-fifth anniversary (called "the diamond jubilee") of Buffalo's oldest high school was a pageant in twelve episodes, in which 400 pupils took part and 300 more sang in the chorus.[1] Demonstrations, exhibits, and tours through the buildings should be used. Booklets might be prepared tracing the development of the several services of the school. "Then and now" should be one of the dominant motives. By repetition and variation of the theme, everyone participating should carry away vivid realizations of the gains that have been made and of the old virtues that have been retained.

Participation of the school in community celebrations may often win good will and offer an avenue of interpretation. Some of the executives have found school parades on special days useful. Columbus day, for example, has been the occasion for a giant parade of schoolchildren in Brighton, Col. Surely it is an effective way of making the public see how many schoolchildren there are. In the Brighton parades about 1,200 children marched by two's and four's and people seeing them appreciated the magnitude of the school and its problems.[2] "Where do they all come from?" is a question in all minds on such occasions. And for a long time thereafter, people are more likely to read with interest matters concerning the schools.

[1] HELEN CORNELL, Publicity through a Seventy-fifth Anniversary, *School Review*, Vol. 39 (June, 1931), pp. 461–466.

[2] G. L. KOONSMAN, I Love a Parade, *American School Board Journal*, Vol. 87 (October, 1933), p. 44.

Posters, Signboards, and Displays. When used with dignity several devices such as posters, signboards, and displays are effective. As in commercial advertising, they should succeed in fixing in the public mind slogans or catch words that may have great value in arousing public approval. They are especially effective in preparing the public for American Education Week or special demonstrations or celebrations. Often, too, schools have mottoes which can be kept before the public at all times.

Student clubs will often assume the responsibility of preparing exhibits of this kind. The National Education Association stresses the use of posters in American Education Week. Any special event in the school may win more public attention through cleverly devised display signs or posters. A few schools have aroused and sustained interest through permanent display boards containing a few pertinent school facts which are replaced from time to time with other facts. Among the most unusual devices that have come to the writer's attention is a display board made by the industrial-arts department of the high school in Hershey, Pa. It is thus described.

> The display board consists of a circle, about twelve feet in diameter, divided into segments, with each segment depicting a definite school activity. The center of the display board bears the school motto, "Learn to Live," and a drawing of the school with a pair of locks showing the schools interlocking with the community. The board is so arranged mechanically that the center circle and any one segment may be emphasized by lighting them simultaneously from the back. The printed matter in it is on tracing-cloth, which allows light to show through.
>
> In operation, one segment is lighted, and remains lighted long enough for the observer to read the material on that segment; then the lights are extinguished, and the next segment lights up automatically; and so on around the board. After each segment has been lighted successively for twelve seconds, the whole board is lighted for a short time for emphasis and as climax. This cycle is repeated as long as the current is on.[1]

[1] Display Board of Educational Activities in Hershey, Pa., *Industrial Education Magazine* (The Manual Arts Press), Vol. 37 (November, 1935), p. 272.

Sale of Photographs. Believed by some school executives to be an excellent means of school interpretation is selling

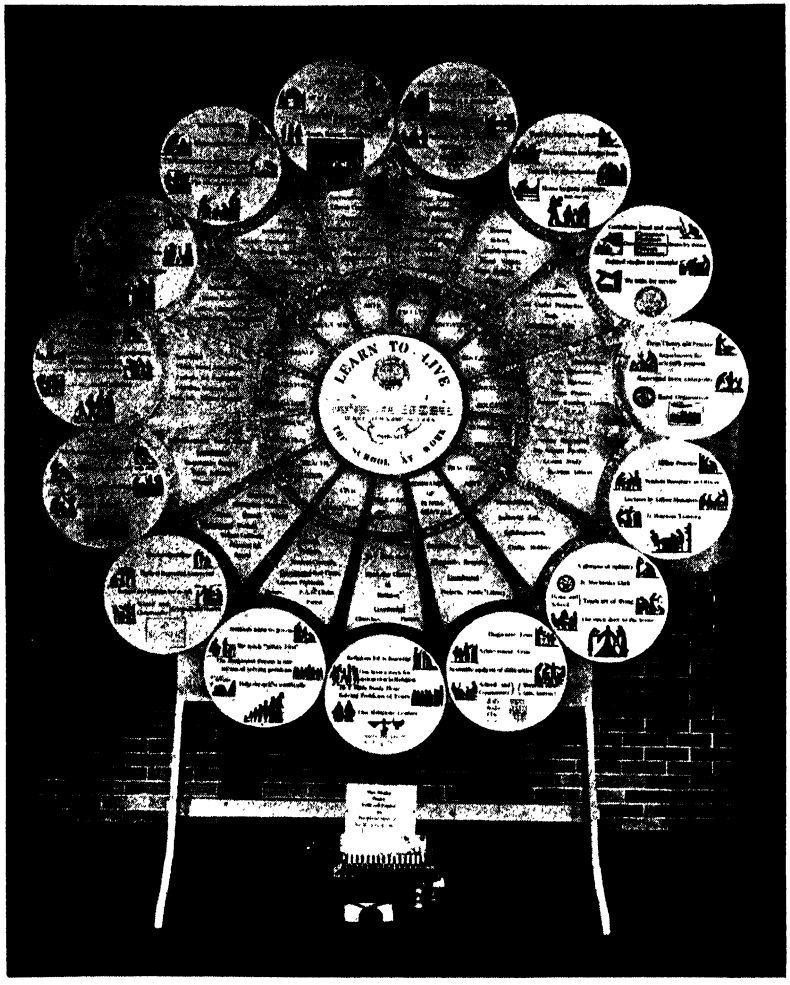


FIG. 38.—Educational display board. This display board was used in Hershey, Pa., to represent interlocking of school activities with the community. (*Reprinted by courtesy of Hershey Vocational School and of Industrial Education Magazine.*)

photographs of school activities. The photographs are taken and developed in the school. Sold to students for nominal sums they are taken home, where they help to

explain the school and become in time rather cherished possessions. Swimming pools, libraries, social rooms, laboratories may be shown while being utilized. School organizations can be depicted in typical activity. This device is particularly to be recommended for school systems too small for publications which might print and circulate school pictures of all sorts.[1]

The School Plant.

An Expression of Educational Ideals. In every community the school buildings themselves are expressions of educational ideals and program. In their physical aspects they may be taken to represent the attitude of a community toward education. One community of the writer's acquaintance has a school housed in an old residence, condemned as a fire hazard, unsanitary, and inconvenient, yet kept somehow year after year, a monument to public indifference. Another community of the same size only fifteen miles away on the prairie has erected on a little hill, where it commands the village, a modern and beautiful school building. There is no doubt that each gives tone to its village. Mean school buildings breed mean attitudes toward the school and the virtues it represents; beautiful and adequate buildings breed loyalties and wholesome pride in achievement.

Architecture of school buildings and landscaping of school grounds should be the embodiment of a community's educational achievements. They should speak of beauty, dignity, and usefulness. Grounds should be well cared for and buildings should be constantly maintained. If this is done people going by or coming to the school will see in these the temple of the school. On the other hand, if buildings are ugly in architecture and shoddy in upkeep, if grounds are weedy or muddy and without evidence of

[1] For more detailed suggestions see H. C. Lassen, Publicity and the Camera, *Journal of the National Education Association*, Vol. 22 (March, 1933), pp. 82–83.

planning, people will be disposed to look for similar faults within. It is inescapably true of all public institutions. Of none is it truer than of the schools, which people know have boards of education and school officers to see that they are as they should be.

The interior of the plant should speak to the public of the best principles of sanitation, heating, lighting, and



FIG. 39.—Beauty, dignity, usefulness are here. Sequoia Union High School, Redwood City, Calif. The buildings and campus are expressions of school ideals.

ventilation. A wise superintendent will educate his public in school-building standards. During visiting weeks or at open house he will have guides to take visitors for an inspection of the school plant. The physical conditions under which children work and play should be explained carefully. Questions should be answered explicitly. The heating and ventilating systems, especially, should be examined. Stairways and fire escapes and other provisions for safety should be stressed. Men, in particular, will be

interested in engineering facts, such as the optimum height and width of treads on a stairway, the danger of stairway wells, the best materials for classroom and corridor floors, amount of light required in the various classrooms, height of blackboards for various age levels, and so on. If a few student guides are taught modern school-building standards so that they can give these facts and other pertinent information, they are certain to impress visitors both with the school plant and with what students know about it. As a matter of fact, not guides alone, but all students should be taught through home rooms, assemblies, and whatever other means are available modern school-building standards, and should apply them to their own school building.

School Buildings as Community Centers. Particularly in small cities and rural districts has there been a notable movement toward the schoolhouse as a community center. Such a movement is entirely logical. The buildings belong to the community. School executives who sometimes guard them with surly watchfulness against all forms of public invasion are illogical and shortsighted. They can far better serve the cause of education by seeking occasions for the community to use the school in legitimate ways. Engelhardt said of the trend:

> There has been an increasing tendency to make the schoolhouse the center of legitimate adult community activity. The community-center movement had its origin in an aim to make more extended use of the school plant and to provide a meeting place for various kinds of adult social, educational, and community activities.[1]

School buildings can be made real community centers. They can be used by gym classes for adults, recreational clubs, study groups, philanthropic organizations, civil improvement leagues, discussion groups, and social gatherings. Adult classes of all sorts might be developed. Leisure leagues should be fostered by the school. The school

[1] FRED ENGELHARDT, *Public School Organization and Administration*, p. 531, Ginn & Company, 1931.

should promote preschool study groups for mothers; it should provide playground service during summer months; and it should sponsor an open forum for study of local social and economic problems. The cafeteria, the gymnasium, the auditorium should be almost as familiar to patrons as to schoolchildren. When citizens use the school buildings and come to know them intimately, it is not likely that they will fail to be interested in what the children do there. Nor is it likely that they will oppose reasonable expense for needed improvements or additions. Moreover, they will take an active interest in proper maintenance of buildings and grounds and in enlarging the facilities of the schools.

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CHAPTER XIII

OUT-OF-SCHOOL AGENCIES

Interpreting through Community Groups.

In America people love to organize. When a half-dozen men of a community have common interests or perils, they elect a president, a vice-president, a secretary, and a treasurer. Once organized they cast about for work to do as an organization. Every community has its quota. Most of them are public-spirited and constitute useful allies to whatever institution aims at the improvement of community life. They are, therefore, opportune mediums for the interpretation of education. How educators may work successfully with such organizations in furthering understanding of the public schools will be discussed in this chapter.

Teacher participation in community organizations was urged earlier in this work. Such participation may be viewed as an opportunity for the teacher and also as an obligation. Superintendents, principals, and other school officers have usually recognized the responsibility to the community; classroom teachers have been much less active. The community employs them; they live in it, find their entertainment in it, and rely upon it for the usual protection it affords its citizens. The community expects them to have their share of the community benefits and to assume their share of its civic duties.

But organization work is much more than a duty to the community, it is an opportunity for enriched relations for oneself and for the school. The extent of the participation must inevitably be governed by the amount of time and energy remaining after the proper duties to the school have

been discharged. Perhaps one group, perhaps two or three will be the optimum number. Those available will vary with the size of the community. As Moehlman[1] points out they vary from only three, church, parent-teacher association, and fraternal orders, in the smallest communities to from 300 to 1,000 different organizations in cities of more than 100,000 population. Naturally one cannot join them all even in the smaller communities, but when everyone on the faculty is taking an active part in lay organizations, most of them will have some school representation.

Teachers are usually welcome additions to all groups in which they are interested. They are educated, accustomed to taking initiative, able to speak in public, and used to getting along with people. It is not long, ordinarily, until they occupy positions of some command in organizations. The secretary of the Kiwanis club, before which the writer spoke a few weeks before writing this, was a teacher; the most influential man (for many years) in a Lion's club of the writer's acquaintance was a school superintendent. Communities bring pressure to bear on school boards to retain a teacher who has made herself almost invaluable as a Sunday-school superintendent, leader of Campfire Girls, or president of the music club. Teachers, indeed, may often consolidate their position in the school by displaying breadth of vision and versatility of powers in community organizations. This very tendency to become influential in whatever lay groups they join provides natural avenues for molding the thought and attitudes of citizens in educational matters.

There are, however, many other opportunities and methods for school interpretation through lay groups of all sorts. Perhaps as common as any is the appearance of school speakers, usually a superintendent or principal, before the organization to discuss school issues. In nearly all groups, teachers may instigate the formation of com-

[1] A. B. MOEHLMAN, *Public School Relations*, pp. 190 *ff.*, Rand, McNally and Company, 1927.

mittees and serve on them to study school matters. Their leadership then can be of genuine service to the schools. Participation in round-table discussions of school costs or proposed plans or comparable matters furnish additional chances to influence others toward right thinking. They may use their influence with powerful community groups to remove agencies in the community which tend to negate the work of the school in developing character. Through their efforts, groups may form committees (some already have them) to disseminate information about work of the schools and to support school programs. Extracurricular activities, particularly music and athletics, may get material assistance from organized groups. Schools may also enlist the services of these groups in supplying medical service, food, and clothing to needy families or in providing scholarships or jobs for worthy children of such families.

Stressed by most writers on public relations is the informal and timely explanation of some phase of school work that is misunderstood by the members of a club. School people vary in their ability to keep their fingers on the pulse of popular opinion. Those who are most sensitive to changes in the opinion of their fellows in any enterprise can be invaluable to the school. In their most casual conversations they can straighten out warped ideas, and, without themselves being aware of serving notably, can make loyal friends for education.

In the formation of organization policy; in contribution of articles to club periodicals or occasional publications; in preparation of club programs; in causing student groups to entertain at club meetings, or selecting public-speaking students to make direct appeal to organizations for attendance at school exhibits or celebrations or to urge cooperation in educational drives; in "spiking" unfounded rumors about teachers, administrators, or school groups; in preventing forces insidiously dangerous to education or community welfare from gaining foothold in their organizations—in

these ways and others, varying with the size and constitution of the community, teachers may serve the school and their profession.

School heads have found, also, that they can gain good will by making school buildings true community centers. Public gatherings other than those which concern the schools may appropriately be held in school auditoriums. Community groups should be welcomed there, and the facilities of the plant should be available for groups with educational, recreational, or cultural aims. Adult contacts in the school building do much to familiarize the community with plant facilities. One city superintendent makes of the opening of a school building a whole community affair. It is held on Sunday. Pastors, heads of local organizations, and school men speak. Bands play. Every room is thrown open; every device is examined. Citizens are made to feel that it is their building, the house of their school.

The specific types of community organizations will be discussed in the sections that follow.

Parent-Teacher Association. Among community organizations, the one universally considered the most valuable ally of the school is the Parent-Teacher Association. In this group, at least, every teacher should be interested. Its avowed object is to bring school and community closer together that the interests of the child may be better advanced. The indisputable appeal to both parents and teachers of such an organization has accounted for its tremendous growth in the years since the World War. Now almost every small community and virtually every elementary school has its Parent-Teacher Association. In not all groups are the activities the same, but in general such a program as that formulated by Moore[1] covers the range of their intentions.

[1] M. E. Moore, *Parent, Teacher, and School*, pp. 64–65, The Macmillan Company, 1925.

a. To understand more fully the plans and aims of education and how to realize these plans and aims.

b. To know the local school, its needs, its plans, and its programs of procedure; and to be a real factor in helping to meet its needs, execute its plans, and realize its programs.

c. To link the school and the community together.

d. To take an intelligent interest in school elections, whether the voting be in relation to bonds, current taxes, or for members of the school board.

e. To bring the community and the teacher into a more harmonious relationship by helping the teacher to get acquainted and properly established in the community.

f. To support the teacher when she is right, instead of permitting her and her school to be a choice subject of conversation for neighborhood tattlers or the anvil on which the community "knockers" sing all the charges from morning to night.

g. To supplement the efforts of the school board in making the surroundings of the school or schools approach the ideal as nearly as the resources of the association will permit.

Desirable as the Parent-Teacher Association is, superintendents in some communities—and not all of them among the smallest—have discouraged local organizations. They prefer not to have parents "helping to run the schools" or they believe parents with their old-fashioned ideas and prejudices will only cause strife. Many high schools, especially senior high schools, do not have Parent-Teacher Associations, probably because of the notion that parents are no longer so much concerned about the welfare of their children, or because teachers seek fewer relations with parents. The tendency everywhere, however, has been toward more local organizations and greater activity. The crisis that came with the depression aroused many school executives out of their lethargy and sent them in search of local leaders through whom they could launch an effective Parent-Teacher Association.

What can be done by the Parent-Teacher Association to interpret the school? The activities and experiments of schools in all parts of the country suggest numerous possibilities and a few cautions. The two most urgent cau-

tions might be stressed here. One of them, general but important, has been voiced by Engelhardt:[1]

> Unless the parent-teacher's organizations are able to maintain leadership of the highest quality, fully informed of the aims and purposes of public education, they will do more harm than good.

The other is given emphatic expression by Moffitt:[2]

> Educators are agreed that the parent-teacher association may well be one of the greatest forces of the entire public-relations program. But many a school leader has found to his sorrow that the most friendly parent-teacher association will rebel if the intelligence of the members is insulted by undiluted propaganda thrown at them without thought or study.

Under leadership of high caliber, a Parent-Teacher Association can accomplish more for the schools than any other agency. It keeps close to the schools, it is familiar with local school problems, and it has constant assistance from the fostering organization, the National Congress of Parents and Teachers, from which it receives generous support in educational emergencies.

Among specific achievements of Parent-Teacher Associations are the sponsoring of campaigns for bond issues, raising money for school equipment or uniforms or milk funds, or helping to finance the high-school education of indigent students. They have helped to carry necessary school information to homes not represented in the schools and to nonmember parents. They may be enlisted in drives to clean up moral sink holes in the community, to beautify school grounds, and to supply more adequate traffic protection for pupils. They may assume many of the duties in connection with preparing for elaborate school exhibitions of open house or visiting weeks. In some places they have sponsored series of addresses by prominent educators on important school issues.

[1] FRED ENGELHARDT, *Public School Organization and Administration*, p. 530, Ginn & Company, 1931.

[2] F. J. MOFFITT, Public Relations to the Rescue, *Nation's Schools*, Vol. 14 (September, 1934), pp. 31–32.

To derive full benefits from an active Parent-Teacher Association, school executives should contrive, in the original organization and in subsequent activity, to have all the chief offices held by laymen, except the program chairmanship, which should be in the hands of a capable mem-


District P.T.A. Meeting at Princeton Thursday to Hear State President

P. T. Council Picks Nominating Body

PARENT ASSOCIATIONS

Real Test Of Parent Reflected In Child's Faith

PARENT-TEACHER ASSOCIATION NEWS

P-T Auxiliary For Men Will Be Organized

58.6% of Parents Approve Mantoux Test for Pupils

Delegates Off To State P-T Meet, Monday

Pre-School Mothers Elect Mrs. Burke

BAKER P.-T. TO GIVE

COMMUNITY NIGHT AT REITZ IS SCHEDULED

PARENT-TEACHER CLUB TO PRESENT MINSTREL

FIG. 40.—Indication of parent-teacher activity. A unique testimonial to the activity of local parent associations. (From *One Year's Work, Annual Report for School Year Ending July* 31, 1934, *Board of Education, Evansville, Ind.*)

ber of the school group. Further, early provision should be made for acquainting parents with all information necessary to its successful operation. It must be remembered that parents are not professional educators and that many types of information, intelligible enough to the profession,

must be presented in terms that are emphatic and meaningful to parents. Moehlman[1] emphasizes this:

> Parents should be informed upon instruction, finance, buildings, teachers, sanitation, health, and administration. Instruction is the supreme function of the school, and all of the essential complementary activities are subordinate in character. The work of the schools should be translated for the parents in terms of changes brought about in the child as a result of exposure to a curriculum and to teachers. All of the other problems of finance, buildings, and so on, must be translated into achievements and presented simply from that standpoint. The people are not spending mere dollars per pupil in attendances, but for four dollars their children are enabled to proceed from O to N in power and control, in preparation for citizenship, and in development for social and individual life under a democratic government.

Other School-citizen Groups. Parent groups organized for cooperation with teachers sometimes supplement or take the place of the Parent-Teacher Association. Perhaps the best known of these is the Mothers' Club. It is an organization devoted almost exclusively to the elementary school and is most active in the earlier years. Though teachers are not formally members, they are present at meetings and have every opportunity for explaining the work of the school. Such clubs devote themselves, as does the Parent-Teacher Association, to promoting the welfare of the pupils in the school and in the community. Money is raised by dues, by lunches and by other means that vary locally. The money is spent for whatever the mothers feel will benefit the school—a good phonograph with records for musical appreciation, new curtains for schoolrooms, playground equipment, the promotion of Boy Scout or Girl Scout activities. The writer has known Mothers' Clubs to become really militant in forcing community action on skating rinks, swimming pools, and playground facilities. They also occupy themselves with improvement of radio programs for children and campaign for more control of children's attendance at undesirable moving pictures.

[1] *Op. cit.*, p. 181.

They are often more aggressively the allies of the school than the larger Parent-Teacher Associations.

Other school-citizen groups are the result of local needs and the activity of school executives. Effort is made in such movements to get into the group all prominent citizens. Eginton[1] suggests it as a principle for all schools and believes that numerous meetings should be held to deal with specific problems or questions which parents want answered. Tibbetts[2] recounts such an experiment. Meetings were very well attended. Of them he says:

> Two main subjects were proposed for discussion at the meetings: "What kind of a school do we want?" and "What kind of a school have we?" It was explained that there are today, broadly speaking, two types of schools, traditional and progressive.
>
> The discussion that ensued as a result of these questions was highly stimulating. Citizens were brought in close touch with the school problems of the community. They began to think in terms of modern education. The school building assumed new importance in their eyes. The citizens experienced greater respect for the school executives and the faculty in their efforts to shape school policies to meet modern requirements. Civic pride was inspired.

Service Organizations. Whether purely local or organized on a national or international basis, service clubs provide fruitful opportunities for school men to win the good will of prominent citizens and to keep them in touch with the progress and needs of the school. At the same time the school men will keep abreast of trends in attitudes and thought of laymen.

Moreover, service clubs are organized for service to the community. Kiwanis International, for example, has a Committee on Under-privileged Children and a Committee on Vocational Guidance and Placement, through both of which the school may derive great benefit. Among the

[1] D. P. Eginton, Keep Your Public Posted, *Journal of Education*, Vol. 118 (Apr. 15, 1935), pp. 217–219.

[2] Vinal Tibbetts, Five-step Plan Makes School and Community Good Friends, *Nation's Schools*, Vol. 14 (September, 1934), pp. 20–21.

"major activities" of Lions' International are at least four that deeply affect the schools, boys' and girls' work, Community betterment, education of youth (Moral Code for Youth and Studies in Conduct), and health and welfare. Other clubs have similar committees and activities. There is ample evidence that such clubs, when given educational leadership, are willing to engage in almost any type of enterprise for the good of the schools. All too often their only contacts with the schools have been the entertainment of the football squad at luncheon or dinner and a luncheon address once or twice a year from a school executive.

Hull and Corey[1] suggest that meetings of the clubs be utilized to afford members contact with the best students in the school, the debaters, and public speakers, as well as the athletes. One should add the talented singers and musicians, the heads of student councils, and editors of pupil publications. Lovejoy,[2] a school man and officer of Rotary International, tells how in many places each month a special group from the school is entertained by one of the clubs. Speaking from the point of view of the service club, he has to say:

> Service clubs exist to be of helpful influence in their community. In the past they have listened attentively to school men while they outlined the problems confronting the town's educational system. They will continue to do so. Their members are active in business. They are the taxpayers. They want to know about their schools. They realize that the future of this country will be determined largely by the type of educational system that is maintained. They know that the schools are molding the habits, ideals, and aspirations of present-day youth. They know that the future of business depends on the educational facilities that are provided today. They know also that today's children must get their education today. For these reasons as well as for many others, the program committees in the service clubs have frequently asked

[1] O. R. Hull and A. F. Corey, Vital Points in Planning Publicity, *Nation's Schools*, Vol. 10 (July, 1932), pp. 49–52.

[2] Philip C. Lovejoy, How the Service Clubs Can Further the Work of the Schools, *Nation's Schools*, Vol. 8 (November, 1931), pp. 84 *ff*.

school executives to present three or four programs discussing some of the outstanding problems of the schools.[1]

The clubs then are potential and actual allies of the school. They have often backed movements for community or school surveys, or, at the suggestion of school executives, have caused the eradication of undesirable influences in school neighborhoods; they have given financial assistance to students; they have backed student-organization drives for Christmas basket funds or other worthy community or school projects; they have acted as big brothers to civic, commercial, and other clubs of the school; they have attended *en masse* school exhibits and demonstrations; they have contributed speakers for school assemblies and clubs. The activities of just one group, the Exchange Clubs, have included among other services overseeing welfare work in schools for delinquent boys; supporting orphanages and maintaining nurseries; sponsoring nutrition classes in the public schools; providing books for school libraries; sponsoring school bands and orchestras; and promoting safety work in schools.

In exchange for all this, the service clubs want the active cooperation of school men in their club work, and they want school men to give them honest and complete information about the schools. They want the superintendent to open his books to them in meeting, to explain how school money is spent, to point out most urgent needs, to show what is being done for health and character and citizenship; to trace growth in attendance; to suggest what they can do individually to help the youth of the school; to indicate in what ways the schools are changing and why; and to show how the schools can be of service to adults of the community—all of which elucidation, of course, comes home in popular support of education.

Citizens' Councils and Committees. Often school criticism or gossip stirred up by busybodies and aimed at school

[1] *Ibid.*, p. 85.

executives or school policies can best be squelched by managing the appointment of citizens' committees to study the schools. Often, too, the formation of committees or councils of citizens to study problems of taxation and school costs may help to clarify educational procedures and costs to the public. By such means, facts are brought vividly before the public by their own representatives. If school men are on their toes, they will do much toward guiding the work of such committees and will see that they get adequate and correct information with detailed explanation. Furthermore, school men should supply them with graphic representation of financial and child-accounting data and pictures of activities and facilities, and should see that they not only have opportunities to observe but actually do observe important phases of the school in action.

They should be asked to consider questions such as the following: How much emphasis should be put on college preparation? To what extent should the school attempt to train for vocations? Should the pupils be trained only in fundamentals? Should the physical-education program put full emphasis on one or two sports or should it attempt the development of every child through appropriate sports and education?

Even groups appointed without the cooperation of the school and representing limited and sometimes unfriendly interests may be won over to school programs by executives and teachers who give them honest information and full interpretation.

Women's Clubs. Women are frequently better battlers for school causes than are men. When organized in a Women's Club and affiliated with the General Federation of Women's Clubs, they can exert much influence for the advancement of whatever they sanction. The General Federation of Women's Clubs, numbering more than a million women, has always proved its deep interest in the schools as agencies for improvement of community life and

development of better citizens. Many of the most prominent women of the community belong to the Women's Club, and like the men of the service clubs, they have only to see what is needed to be roused to influential service.

The women of the school find in such clubs stimulating contacts and almost unlimited opportunities to serve the cause of school interpretation. An instance of the able sponsoring of educational causes by Women's Clubs is reported in the *Eighth Yearbook* of the Department of Classroom Teachers.[1] The scene was San Francisco.

> During the 1933 session of the legislature, Senate Bill 543, providing for the reduction downward of school budgets at the discretion of boards of supervisors, had passed the California Senate and been approved by the educational committee of the Assembly. The City and County Federation sent an able representative to the capital to protect against this bill. It was defeated in the Assembly.

Business and Professional Women's Clubs have many teachers in their membership and are also friendly toward schools and active in espousing educational causes. The National League of Women Voters, The Women's Christian Temperance Union, and the American Association of University Women through their national and local organizations have also been active in advancing education.

Churches. In all communities, but especially in the thousands of villages of America, the church is strongly on the side of the school and often engages in secular education through its own schools. Even when it leaves secular education of its charges to the public school, it attempts in every way possible to reinforce the work of the schools. It welcomes members of school faculties to its congregation, to its Sunday-school staff, its mission societies, its Ladies' Aid, its recreational activities, even to its controlling bodies.

Moehlman[2] calls the church the first and most basic contact in the small community. If school people can

[1] Teacher and Public, *Eighth Yearbook*, Department of Classroom Teachers, National Education Association, February, 1934.

[2] *Op. cit.*, pp. 190–191.

avoid being involved in sectarian conflict, they can develop among church leaders enthusiastic support of the school's efforts at developing character and moral sensitivity in children. Actual instances are numerous of the militant work of churches in cooperating with school executives to close undesirable plants and to require stricter enforcement of regulations concerning poolrooms, sale of liquor or cigarettes to minors, and curfew hours.

Cultural Groups. Music clubs, little-theater groups, art clubs, book clubs, and similar cultural organizations are interested in the activities of the school. Many of their members and often their leaders may be recruited from the faculties. They furnish opportunities for further development of teachers and often cooperate with the school in the presentation of programs or in advance sales of tickets for expensive imported talent.

They may also be encouraged to stimulate the development among students of the form of art or culture they represent. They may, for instance, award scholarships or prizes for excellence in music or creative writing. They may conduct poster or water-color or design contests among pupils. They lend their talents to the encouragement of writing and producing native drama.

On the other hand, the musical director of the high school, the art supervisor, or the head of the English department may organize a cultural club in the community and direct its activities. In either case the relationship of school and club should be close and cooperative.

Veterans' Organizations. The friendliness of veterans' organizations toward education has been repeatedly proved. The American Legion was instrumental in the establishment of American Education Week and each year it cooperates with the National Education Association and the United States Office of Education in the promotion of American Education Week in its purpose of educational interpretation.[1]

[1] Citizens' Organizations and Education, *Journal of the National Education Association*, Vol. 22 (October, 1933), p. 187.

The American Legion and the other patriotic and veterans' organizations cooperate with the schools in the teaching of citizenship, in providing for playground facilities, in organizing and encouraging recreational activities, and, in general, in promoting good schools. The activities of the several organizations vary from community to community, but a few have general policies in regard to schools. For instance, The Women's Relief Corps, the oldest women's auxiliary in the country, contributes regularly to a milk fund for schoolchildren, sees that every schoolhouse has a flag, conducts essay contests, and otherwise provides patriotic materials for schoolchildren.

Being fundamentally interested in better citizenship, and having, collectively, large memberships, many of whom are school people, they often protect the schools against warring interests when other groups are unavailing. The American Legion, with nearly a million members at the age of greatest productivity and power, has magnificent possibilities for leadership in the development of American boyhood through school and community activities. The Legion, indeed, cooperates with school authorities in sponsoring National Boys' Week. The Legion's interest is attested by the following statement from the National Commander:

> I appeal to all Post officers of the American Legion to go immediately to the local school authorities and explain to them the American Legion's interest in education. Offer to these supervisors of our educational institutions the wholehearted, 100 per cent support of the Post. Make it your job to see that the schools of America are American.[1]

Fraternal Groups. Not only do some fraternal organizations have committees on education, but they sponsor junior organizations which are frequently active in the upper high-school years. In smaller communities, they often furnish teachers the only opportunities for good-fellowship relations with people of the community. Such relations provide a background that makes possible better understanding and cooperation.

[1] Cited in Teachers and Public, p. 218.

In the past their influence, nationally and locally, in behalf of the schools has been considerable. In general, they have been effective in disseminating school information, providing wholesome social opportunities for youth, and sponsoring worthy enterprises of the school.

Juvenile Organizations. Among the community groups most closely related by age and purpose to the schools are the Boy Scouts, Girl Scouts, Campfire Girls, and similar organizations. More than the others, they are likely to be led by school people and often their activities are carried into the school. They furnish training in important skills, develop positive attitudes, and teach ideals of service. School men are usually glad to learn upon arriving in a community that the Girl Scouts and Boy Scouts are well organized and active. They know that the general level of pupil behavior and health is likely to be a little higher than it might otherwise be.

All such groups can be of frequent and valuable service to schools in carrying educational ideals into the community and by exemplifying those ideals. Their chief value, perhaps, is the indirect one of developing the types of citizens who in a few years will be the bulwark of the schools.

Other Groups. Still other groups of the community may play important parts in the interpretation and advancement of education. Organized labor has always been friendly to education when it understood school programs. In general, school people have had too little contact with it. With the growth of teachers' unions and their affiliation with labor, a better understanding is resulting.

Chambers of commerce in some communities in recent years have appeared to attack education largely, perhaps, because of their disposition to see things in terms of costs and returns. If they are convinced that local education is not spread too widely and too thinly, and that the schools are managed with good economy, they are not likely to be antagonistic.

Political organizations, too, serve some purpose in interpreting the schools. These relations may be very valuable if the schools can keep out of political squabbles. Teachers should take a practical part in politics as every citizen should, but they owe it to the school to keep away from shady connections. They may help to keep politics clean and to save the schools from political meddling.

Teacher participation in athletic groups is helpful in keeping the teacher fit and in creating still other opportunities for school interpretation. Too, teachers should be associated with the Red Cross, Community Chest, and other charitable and benevolent organizations. Their service in such activities cannot but create good will for the schools.

Interpretation by Educational Associations.

One of the most outstanding educational developments of this century has been the growth of educational associations. Teachers have seen that strength comes with organization. They have also learned that through their associations, local, state, and national, they have gained a voice for education, a voice that in the low years of the depression roused not only educators but also organized groups of diverse interests to the desperate straits of the schools and urged those groups to action. The associations have learned that they have no more compelling responsibility than the interpretation of modern education to the laymen who pay for it. Moreover, it is certain that for the next decade or so the role of the associations will be no more in developing educational policies than in winning support for them.

Local and Sectional Associations. The local and sectional associations will be at the very forefront of the vast movement to familiarize the public with their schools. Since most of the specific educational crises are local, the local associations will carry the brunt. True, a vast proportion of the smaller communities of America have no separately

organized local associations; they have only members of the sectional, state, and national organizations. Yet there is no reason why they cannot form their own groups and plan their own local programs. The writer believes such action to be as urgent as any facing the teachers of smaller communities, particularly where there is not an organized program of school interpretation. Where there is such a program, the association should take an important part in its advancement.

Many means of school interpretation are available for teachers acting as an association. Most of them, of course, require the wholehearted and 100 per cent participation of teachers. The public must feel that the association represents all the teachers, not an active handful of them. Teachers must shake off their professional lethargy; they must believe that they do not sacrifice the dignity of their profession when they engage actively in teaching the public to know and believe in its schools.

Local associations must provide for definite relations with lay groups and community activities. These relations may require a number of permanent committees and whatever special committees particular activities require. Though much of the work with lay groups may be informal, the necessity of reporting to committees and to the association is likely to keep teachers on their toes and to give more specific direction to their activities. It is, of course, vital that a program be planned for a year or more in advance. If it is part of a whole school program under a Director of Interpretation, it will be no less valuable.

Working as a body or through its publicity committee, local associations may publish and circulate folders or bulletins. The publicity committee should see that all regular public agencies for news dissemination are employed. This committee should understand the methods and requirements of the press, radio, and other news outlets. Most of the members of the association should be involved in activity, for activity heightens their interest and promises

better results. Every teacher, for example, can enclose with checks to department stores, power companies, and the like, a neatly printed statement prepared by the association, showing how teachers play an important part in the economic welfare of a community.[1] Copied after the methods of public-service companies, the practice was found by teachers of a large western city to be effective in getting public attention to important facts.

Stickers, blotters, posters, and many similar devices are sometimes used by local associations. House organs are published by them to keep teachers informed and sometimes for circulation among interested citizens. Special columns featuring the schools in the local or sectional press, contributions to magazines of lay organizations, and talks over the radio are also among means used by associations. Monthly leaflets to parents have been effectual in arousing interest and conveying important information.

Sectional meetings or conventions may be used to arouse public interest and, through prominent speakers, to get attention to important educational issues. The mere presence of a large number of teachers intent on studying educational problems creates a favorable impression.

State Associations. About three quarters of a million teachers, three-fourths of the teachers of America, belong to state associations.[2] These associations are playing an increasing part not only in study of school problems and forming of educational policies but also in the interpretation of education and in the inspiration and coordination of local efforts to win public approval.

The publications of the associations play an important part in keeping teachers throughout the state informed of progress of education in the state, of the activities of the association, and of what is being done to promote education through legislation. The strength of state associations

[1] *Ibid.*, p. 208.

[2] Membership in Education Associations, *Journal of the National Education Association*, Vol. 22 (April, 1933), p. 130.

and the service they are performing are frequently recognized in the attacks made on the "educational lobbies."

State associations are coming to direct more of their attention to the public. Through releases to the press in all parts of the state, through radio programs, and through special publications they are attempting to keep the people informed. According to Collins[1] associations should advise the public:

a. With regard to the kind, the quality, and the various forms of organized education that will best serve the needs of society;

b. With regard to the number and types of educational agencies to be created and maintained, the best forms of control, organization, and support of these agencies, and with reference to the numbers and professional training of the personnel required;

c. With regard to the educative effects of social institutions and social practices.

The special publications designed often for laymen as well as association members include monographs reporting surveys of state practices in special lines, experiments in newer methods of instruction or other types of research; bulletins, leaflets, or open letters concerned with special policies, giving condensed facts about state education or providing materials suitable for local use in presenting educational issues. Such a publication as "School Issues Which Public Opinion Must Decide" issued by the Washington Educational Association in 1933 is typical.

State conventions are also effective means of interpretation. Educational problems are discussed by teachers from all parts of the state. Afterward they return to their communities with new ideas and refreshed enthusiasms. The press is at hand to report all activities. Nationally important men from other fields of endeavor, such as economics or journalism or politics, give addresses in which they point out modern social needs or trends and relate them to education.

[1] H. T. COLLINS, Experiment in School Publicity, *Nation's Schools*, Vol. 14 (August, 1934), pp. 27–28.

Still another basis for school interpretation is the research conducted by state associations. Some associations have full-time, salaried research directors. Others carry on extensive research activities through voluntary committees. The research activities embrace studies of teachers' salaries, insurance and retirement plans, studies of legislation, investigations of tax systems, studies of school costs, summaries of facts concerning length of school terms, compulsory education laws, etc. of other states. Findings are frequently reported through the press or otherwise made known to the public. Sometimes the radio is used for disseminating such information in series of talks on educational issues.

The National Education Association. Though local and state organizations are most effective in dealing with many educational crises, there are some battles that can be fought best on the national front. As a matter of fact, the years of depression convinced educational leaders that the whole country is a community in matters of major educational policy. The recommendations of the United States Chamber of Commerce and other subtle or overt attacks on free secondary education and similar accepted concepts of the public school aroused leaders in the National Education Association to the realization that nation-wide interpretation was urgent to combat nation-wide propaganda. The resources of the association have been thrown into a battle to make the public realize the seriousness of the movements to tear down the system of free public education that has been built up arduously through several generations.

Not the least of the benefits arising from the peril common to all parts of the country was the discovery that the National Education Association can and will help every community carry on its fight. This it will do by providing publicity materials and advice, and by appealing to strong national organizations of veterans, women's clubs, churches, etc., to act through their local groups to protect education against special interests. Furthermore, the national

association is prepared to study education on a national scale, to prepare legislation looking toward federal support, to see that such legislation is understood by the public as well as by the profession, and to exercise direct and indirect influence upon legislators.

The limits of this discussion will not permit consideration of the many activities fostered by the National Education Association and its several departments, but brief mention must be made of its chief avenues of educational interpretation. Conventions are among the most obvious of these. Outstanding leaders from all parts of the country are brought together; timely educational issues are debated; educators meet at banquets and luncheons and exchange ideas; the national and international news-gathering agencies carry reports to all parts of the country. Besides the convention of the association in June, the meeting of the Department of Superintendence in February receives national publicity and helps significantly in keeping the program of the association before the public.

The publications of the association and its departments are also valuable means of reaching teachers and the public. The most important of these is *The Journal of the National Education Association.* To quote from another National Education Association publication:[1]

> Its editorials are outstanding. Its articles, written by leading educators, deal with topics of national scope and importance. . . . Although the *Journal* is designed primarily to present issues of current interest to the 200,000 members of the organized profession, it reaches a large number of nonmembers as well. It is found in libraries, both professional and public. It is quoted widely in other publications. Teachers pass it on to editors, school-board members, and other key people, with marks to indicate articles or passages of unusual local significance.

Research activities are much more extensive than in state associations and are reported in numerous special publications and in yearbooks of the several departments.

[1] *Eighth Yearbook*, p. 195.

Many of the results of these activities are made available to the public in press releases, in articles in lay and professional journals, and in the national organs of civic, church, and other groups.

Nation-wide radio broadcasts are also a part of the program of the National Education Association. Through the radio favorable attitudes are developed and information enlarged.

No part of the association's program has appealed more to local school authorities than American Education Week. Many consider it the most effective of all opportunities to interpret education. Each year its importance increases as additional hundreds of schools join the movement and avail themselves of the aids sent out by the association. Each year, also, schools enlarge their education-week programs. New efforts, new ideas, increased support from community groups add to the effectiveness of the program. Of it J. E. Morgan[1] says,

> I would emphasize, too, American Education Week, which has grown from small beginnings until it is today reaching literally millions of homes. American Education Week is not just another "week." We have 30,000,000 people in American public schools. Practically one person in four of our civilization hinges on this great institution. American Education Week is one time when we ask everybody in the nation to stop and think about the significance of that institution and its importance in our democratic life.

Established by a joint committee of the American Legion and the National Education Association, American Education Week is observed annually during the week which includes Armistice Day. The United States Office of Education aids in every way possible to make the week memorable. Throughout the nation, citizens are invited to participate in the activities of the school. They are invited to help in selecting its objectives, and they are given opportunities to appraise its results.

[1] J. E. Morgan, Interpreting Kindergarten-primary Education to the Public, *National Education Association Proceedings*, 1934, p. 417.

The best results can be obtained when the program for the week is worked out for all the schools of the city and not left to each building or unit to arrange for itself. The suggestions[1] offered by the National Education Association might profitably be used as a basis and be supplemented by timely local matters.

Other Educational Agencies. A national educational organization of increasing consequence in school interpretation is the American Federation of Teachers. It is interested in promoting the welfare of teachers nationally and in lending support to local groups through its affiliation with labor. The local groups, usually called unions, are finding some of their most necessary work to be in the field of interpreting the schools. In some communities, unionization has aroused the active opposition of community factions. Teachers must make clear their reasons for so organizing and affiliating with organized labor. This explanation should be the first step in their program.

State departments of education are usually instrumental in disseminating school information. The Department of Public Instruction of Wisconsin, for example, reports nineteen different types of service rendered local units in informing the people about the schools.[2]

University schools of education, educational foundations, and accrediting associations are all engaged in activities which serve to interpret education to the profession and to the public. School surveys are among the most important of these activities. Competent speakers from the universities are instrumental in stimulating local educators. Investigations of secondary-school practices and develop-

[1] Handbooks to guide in the activities of the week may be obtained at the beginning of the year from the National Education Association, 1201 Sixteenth Street, Washington, D. C. Packets containing stickers, posters, leaflets, etc., are also available. There are special packets for particular groups, such as administrators, teachers, churchmen, etc.

[2] R. W. BARDWELL and A. L. BURNHAM, Outside Education Agencies, National Education Association, Department of Superintendence, *Official Report*, 1934, p. 245.

ment of standards by accrediting associations, national surveys of special phases of education, or large-scale experiments subsidized by foundations frequently furnish interesting and informative reports for the press. The United States Office of Education, of course, reaches the public in many ways. In its cooperation in American Education Week, its reports, its special publications, its constant connection with all important educational agencies, and its detailed studies of educational conditions in all parts of the country, it is invaluable to the American public school.

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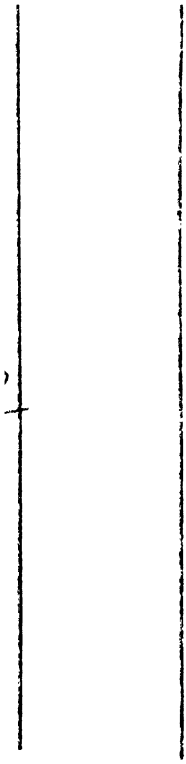
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